New Brunswick

REPORT CARD 2002

Anglophone School Districts

Department of Education

Evaluation Branch

New Brunswick

New Brunswick Anglophone School Districts (2002)

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EXECUTIVE SUMMARY
Report Card 2002

Report Card is an annual review of student achievement in New Brunswick's anglophone school districts as measured by results on provincial examinations/assessments. The data contained in this document summarize and describe what students at various grade levels know and are able to do. Report Card 2002 helps fulfill the Department of Education's continuing commitment to keep the public well informed about important aspects of the education system.

It is helpful to keep in mind that the school assessments described in Report Card 2002 serve different purposes.

Both provincial assessments at the end of grade 3 and grade 5 focus on student attainment of the prescribed curriculum in the areas of language arts, mathematics and science and do not yield results for individual students. They do provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment, administered at the end of grade 8, looks at student attainment of the prescribed curriculum in mathematics and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June, 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 11 Provincial Examinations in mathematics and English are specific to given courses and are deemed exit assessments. They count for 30 per cent of a student's final course mark. They can provide reliable diagnostic information at the school level but not for individual students.

The French Second Language Assessment conducted at grade six is a school-level measure of reading and writing proficiency. The grade 12 French Second Language Oral Proficiency Evaluation does provide students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

How Our Students Achieved Overall

SENIOR HIGH SCHOOL ASSESSMENTS	2001-2002	2000-2001
Grade 11 Mathematics: 111/112 average mark on PE	62	55
Grade 11 Mathematics: 113 average mark on PE	59	52
Grade 11 English: 111/112 average mark on PE	65	53
Grade 11 English: 113 average mark on PE	58	56
Grade 12 FSL Oral Proficiency:		
Core French students, % at Basic Plus or higher	64	58
Late Immersion students, % at Intermediate or higher	95	90
Early Immersion students, % at Intermediate Plus or higher	81	79

MIDDLE LEVEL ASSESSMENTS	2001-2002	2000-2001
English Language Proficiency: % Successful	71	76
Reading – selected response	70	75
Reading – constructed response	69	76
Demand Writing	81	85
Process Writing	85	80
Mathematics: % Successful	60	53

ELEMENTARY LEVEL ASSESSMENTS	2001-2002	2000-2001
Grade 3: % of schools at or above expected level of performance		
Mathematics	79	72
Science	84	60
English Reading	94	83
French Immersion Reading	92	98
Grade 5: % of schools at or above expected level of performance		
Mathematics	74	68
Science	79	82
English Reading	96	98
Grade 5: % of students at or above acceptable level of performance		
Writing I	49	51
Writing II	58	60
Grade 6 French Second Language for Early Immersion: % of students at or above acceptable level of performance		
Reading	66	66
Writing	77	67

High School

Average achievement of grade 11 students on the English 111/112 Provincial Examination reached a five year low of 53% in 2000-2001, revealing a wide difference between school and PE scores. Following measures by the Department of Education to clarify curriculum outcomes and to ensure greater consistency in assessing and reporting performance, the average rose to 65% this year and the traditional gap between marks narrowed considerably.

In the same five year period, average Provincial Examination scores for Mathematics 111/112 have fluctuated from a low of 51% in 1998-1999 to a high of 62% this year. New high school mathematics curricula were introduced in September 2002, with a view to strengthening student achievement.

Middle Level

The success rate on the Middle Level English Language Proficiency Assessment was 71% this year, down from previously. Achievement on the reading components particularly declined, underscoring the need to clarify and communicate literacy standards to the education community.

The Middle Level Mathematics Assessment success rate rose to 60% this year with renewal of a provincial mentorship initiative focussing on instructional methodology and assistance to classroom teachers in improving delivery of the mathematics curriculum.

Elementary Level

On the Provincial Assessment at Grade 3, more schools met or exceeded expectations despite expected levels of achievement being slightly higher this year. For Grade 5, expectation levels were consistent with those established in 2000-2001. Percentages of schools meeting or exceeding expectations in reading, writing, and science were similar to those in previous years, while some gains were made in mathematics.

A Cautionary Note

When looking at assessment results, it is not always as easy as it may appear to detect any real change in student achievement over time. Caution is required in attempting to establish trends because there is limited evidence as to whether variation from year to year is linked to actual student achievement or to such factors as variation in the ability of students taking the assessment, measurement error, or fluctuation in the standards of the examinations. In addition, the questions that comprise provincial assessments must change in order to maintain alignment with the curriculum as it too is changed to meet the needs of students; without being able to repeat questions, monitoring achievement in the long-term is challenging.

An Area of Concern

Results of a recent international measure of reading ability show that Canadian students in urban areas performed significantly better than their peers living in rural communities across the country. This raises concerns with respect to educational opportunity and equity, and the Department of Education recognizes that steps must be taken to address the issue here in New Brunswick.

PREFACE

The format of Report Card 2002 will parallel the one used for the past two years.

Results of provincial examinations/assessments will continue to be shown for all schools whereas prior to Report Card 2000, only individual high schools were identified. These data summarize and describe the skills and knowledge students are expected to learn and represent the Department of Education's continuing commitment to keep the public well informed about aspects of the education system deemed important to them.

The Nature of the Assessment Programs

It is helpful to keep in mind that the school assessments described in Report Card 2002 serve different purposes.

Both provincial assessments at the end of grade 3 and grade 5 focus on student attainment of the prescribed curriculum in the areas of language arts, mathematics and science and do not yield results for individual students. They do provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment, administered at the end of grade 8, looks at student attainment of the prescribed curriculum in mathematics and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June, 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 11 Provincial Examinations in mathematics and English are specific to given courses and are deemed exit assessments. They count for 30 percent of a student's final course mark. They can provide reliable diagnostic information at the school level but not for individual students.

The French Second Language Assessment conducted at grade six is a school-level measure of reading and writing proficiency. The grade 12 French Second Language Oral Proficiency Evaluation does provide students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

Reporting Assessments Results

Because provincial assessments serve different purposes, they are reported in ways designed to support those purposes. This next section will explain how they have been summarized for Report Card 2002.

Grade 3 and Grade 5

Since the grade 3 and grade 5 assessments are concerned with school performance, rather than individual students, school results are determined through a procedure called expectations setting. It is a well established method of attempting to deal with the question of "How good is good enough?" and is explained fully in Appendix A. Expectations can vary from year to year, for reasons also described in Appendix A, which result in striking changes in reported levels of student performance. Overall, the number of schools with grade 3 classes meeting or exceeding expectations in reading, mathematics, and science increased since last year. At grade 5, the relative number of schools meeting or exceeding expectations remained about the same.

Middle Level, and the Grade 6 and Grade 12 French Second Language Assessments

Both of the middle level assessments and the grade 6 and grade 12 French Second Language assessments report student achievement on a descriptive scale that ranges from *Weak* to *Superior* (or *Novice* to *Superior* for the FSL oral test).

Terms such as *Superior, Weak* or *Marginal* do not indicate exact points on a performance scale; rather, they represent a range of achievement (skills, knowledge and abilities). Students categorized as *Acceptable* have demonstrated the appropriate skills, knowledge and abilities at a particular point in their schooling. Students who have not demonstrated the grade level appropriate achievement are categorized into either the *Weak* or *Marginal* levels, while those whose work exceeds *Acceptable* are classified into either the *Competent* or *Superior* categories.

However, it is important to understand that performance deemed *acceptable* at one grade will not be *acceptable* at another grade. For example, *acceptable* in reading at grade 8 differs very substantially from *acceptable* at reading in grade 6 FSL.

Test results reported in this fashion make it easier for teachers, administrators and policy-makers to pinpoint students' weaknesses in order to foster improvement. Reporting in this manner is standard practice in many educational jurisdictions and for the Pan-Canadian School Achievement Indicators Program (SAIP).

The Grade 11 Provincial Examinations

All the results reported for the Grade 11 Provincial Examinations in English Language Arts and Mathematics are in percentages. Since these examinations account for 30% of students' final marks in given grade 11 courses, they are reported in a manner that allows them to be readily combined with their school grades. Because of their nature, these examinations do not have a specific pass mark.

English as a Second Language for High School Students in China

Students at the Beijing Concord College of Sino Canada, Beijing, China follow the New Brunswick curriculum and are eligible to earn a New Brunswick high school diploma providing they demonstrate an acceptable level of performance on a compulsory assessment of English as a second language. The Evaluation Branch has developed and validated measures of reading, writing, listening and speaking for that purpose. The success rate for grade 12 students at BCCSC for the 2001-2002 school years was again above 80 percent.

A Note on Comparisons

When looking at assessment results, it is not always as easy as it appears to detect any real change in student achievement over time. Caution is required in attempting to establish trends because there is limited evidence as to whether variation from year to year is linked to actual student achievement or to such factors as variation in the ability of students taking the assessment, measurement error, or fluctuation in the standards of the examinations. In addition, the questions that comprise provincial assessments must change in order to maintain alignment with the curriculum as it too is changed to meet the needs of students; without being able to repeat questions, monitoring achievement in the long-term is challenging.

Additional Technical Information

For the first time, Report Card 2002 shows participation rates for provincial assessments at the middle level and grades 3 and 5. (See Appendix A.) The average student participation rate is above 95% on all provincial assessments which suggests that exemptions are fairly uniform across schools and all but a very small number of students in the public schools do not write assessments. The figures show participation rates to be relatively uniform across the province. Also, for the first time, Report Card shows comparisons among districts by gender for the grade 3 and grade 5 provincial assessments. (See Appendix A.) The comparative results are expressed in graph form as standard scores with the provincial average set to zero and the standard deviation (a measure of the spread of scores around the average) set as 1.00.

In both the grade 3 Immersion and regular program Reading Assessments, girls tended to score higher than boys. However, in several districts, boys earned as high or higher scores than girls. With just a few exceptions, districts tended to be homogeneous in terms of the regular grade 3 program. Differences among districts tended to be greater on the grade 3 French Immersion reading assessment.

Boys and girls, as well as districts, tended to be relatively uniform with respect to performances on the mathematics and science components of the grade 3 assessment.

Cary Grobe

Cary Grobe, Ed.D
Director of Evaluation

PRINCIPLES GUIDING THE WORK OF THE EVALUATION BRANCH*

Regardless of the method or frequency of delivery, the following key principles guide the Branch's work in developing assessments and examinations, so as to ensure that high expectations for student learning in New Brunswick are established and reflected in the examinations/tests.

1. **All written material (bulletins, examinations/tests, results, reports, correspondence) developed by the Evaluation Branch must stand up to scrutiny.**

   This implies that considerable effort must be expended to ensure that quality control is maintained, i.e., editorial consistency, accuracy, and appropriateness to the purpose of the communication.

   Infrastructure

   - Assessments must be delivered in a systematic way.
   - Assessments must be cost effective.
   - Assessments are developed and processed in a healthy work environment, where adequate and appropriate human and physical resources and time are provided.

2. **Assessments and examinations must be seen to be valid instruments by students, teachers, school jurisdiction personnel, and by the Department of Education.**

   This implies that item development, field testing, criteria development and expectation setting involve teachers from different parts of the province to ensure that decisions are not based on one individual's or one jurisdiction's interpretation of the programs of study.

   Quality of Content

   - Provincial assessments are an integral part of improving student learning and must be aligned with curriculum outcomes.
   - Assessments must measure learning as accurately as possible. Evaluation of written work is an important source of information about student achievement.

   Technical Quality

   - Examinations and assessments produced by the Evaluation Branch must be of high technical quality and incorporate best psychometric processes.
   - All forms of an examination in a subject administered within a given school year (i.e., Grade 11 Provincial Examinations) must be built to the same specifications, be parallel, and be as equivalent as possible.
   - Reliability of examinations/tests requires careful attention to the selection of test items.
   - Reporting must be clear, accurate, and timely, and must contribute to the improvement of instruction and public accountability; this refers to both aggregate and individual results.

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* Based on a model from Alberta Learning

3. **To reassure students, the profession, and the public at large, the Evaluation Branch must communicate openly during the examination development and expectation setting phases because students and quality of education overall are affected by the examinations built.**

Teacher Involvement

- Teacher support for the programs must be maintained through ongoing teacher input and involvement in all phases of the process, including development, technical review, validation, and scoring.

Fairness/Consistency

- Students and their learning are of utmost importance.
- Fairness and consistency of standards for all students must be maintained; this includes requiring evidence of course completion before final results can be determined (e.g., school-awarded mark for grade 11 examinations).
- Public acceptance of the programs must be maintained through transparent processes including external reviews.

Validity

- Security of examination/test administrations must be maintained to ensure validity and reliability of the results.
- Quality and currency are maintained through release of test items, scoring rubrics and external advisors' reports to the field.

Accessibility

- Student accessibility to examinations/tests must be maintained through the provision of French translations and special formats and accommodations.
- Examinations and tests, both in their format and administration, should incorporate the style and the tools that are typically used in the particular discipline, including calculators, dictionaries, thesauruses, formula sheets, and data tables.

These requirements should be seen as the criteria or screen through which all work is evaluated.

SOME QUESTIONS AND ANSWERS

Q. **What is Report Card?**

A. Report Card is an annual report that gives New Brunswickers a summary of student achievement in anglophone school districts as measured by our student assessment programs. This is the eighth year that Report Card has been issued. Although a similar document has been produced for francophone school districts, it is important to note that the test results shown in the two documents are not directly comparable, since both curriculum and evaluation methods differ from one sector to the other. Report Card includes results of provincial assessments by district and by school, and helps us ensure that our education system is accountable by informing parents and others about the testing program.

Q. **How did our students do overall?**

A. Assessment results for the past several years have shown that New Brunswick high school students in grade 11 perform better in English than in mathematics. Results of the Middle Level English Language Proficiency Assessment show 71% of grade 8 students reaching an acceptable standard.

Generally, girls tend to do better than boys, particularly on the Middle Level English Language Proficiency Assessment, where 77% of girls reached the standard compared to 66% of boys. This does not apply to the Middle Level Mathematics Assessment, in which 59% of the girls and 62% of the boys achieved the acceptable level or higher.

On the basis of language of instruction, students in the Intermediate French Immersion program were once again the most successful on the Middle Level English Language Proficiency Assessment, followed closely by those in Early Immersion, then by those in the regular English program. On the Middle Level Mathematics Assessments, Intermediate and Early Immersion students performed equally well and considerably better than those in the regular English program.

By their last year in public school, students in Early Immersion tend to demonstrate a higher level of French oral proficiency than those in the Intermediate Immersion and Core French programs.

Q. **Are there any limitations I should keep in mind when interpreting results?**

A. Test scores, like financial indicators, fluctuate, and, as in the financial world, it is more important to watch for improvement over time than to focus upon year to year variations.

It should also be remembered that provincial test scores are just one of many elements to be considered in judging a district's or a school's overall success. It is important to keep in mind that numerous factors may influence district or school test performance, including social characteristics, economic conditions, and language differences.

Q. **What was tested?**

A. At the elementary level, grade 3 students were assessed in mathematics, science and reading; grade 5 students were assessed in mathematics, science, reading and writing. French Immersion students in grade 6 wrote a French reading and writing assessment. At the middle level, students' English language and mathematical skills were assessed. At the high school level, students wrote provincial examinations in mathematics and English (grade 11); and French oral proficiency was assessed for those enrolled in a grade 12 French course or a subject course taught in French. All tests and assessments were administered during the 2001-2002 school year.

Q. **Who was tested?**

A. The entire student population was tested at given grades and for specific courses (see above). It should be noted that there are two forms of the Provincial Examination in each English and mathematics, one for the 111/112 course and another for 113. The exemption rate (the percentage of students excused from writing) was five percent for the elementary assessments, three percent for the Middle Level English Language Proficiency Assessment and about eight percent for Middle Level Mathematics. Exemptions and 'did not writes' tend to be somewhat higher for some of the high school exams.

Q. **What occurs as a result of provincial testing?**

A. Provincial follow-up strategies are developed to improve achievement and are described throughout this document. In addition, the results of provincial assessments are used by individual schools in the development of their School Improvement Plans. Principals, in cooperation with the Parent School Support Committees, review school results and plan together to find ways to improve teaching and learning.

Q. **Where can I get more information?**

A. For more information, contact your School District office or the Evaluation Branch of the Department of Education. If you wish to discuss your own child's performance, please contact the school concerned.

HIGH SCHOOL RESULTS

PROVINCIAL EXAMINATIONS

FRENCH SECOND LANGUAGE ORAL PROFICIENCY ASSESSMENT

Grade 11 Provincial Examinations

Background

At the high school level, provincial examinations are administered at the end of grade 11 English and mathematics courses. Examination items are developed and/or reviewed by New Brunswick educators, and the examinations are designed by committees led by Department staff and approved by external advisors from the University of New Brunswick English and Mathematics Departments. Provincial examinations are marked by teachers in a central location. Students' marks count for 30% of their final course grade with the remaining 70% based on teacher assessment. The pass mark for courses in all anglophone high schools was 50%.

There are two examination forms in both mathematics and English: one for the 111/112 courses and one for 113 courses. The examinations are administered at the end of each semester (i.e. in mid January and early June). They are also offered to grade 11 summer school and correspondence course students. The Provincial Examination (PE) is a compulsory component of these grade 11 courses involving all students seeking an 111, 112 or 113 credit. Exemptions are occasionally granted for reasons such as bereavement or serious medical conditions. Students receiving a modified credit for the course do not write the Grade 11 Provincial Examination.

Findings: Mathematics

- Seventy-one percent of students registered for the grade 11 Mathematics Provincial Examinations took Mathematics 111/112; 29% took Mathematics 113.

- In 2001-2002, 3904 students wrote the **Mathematics 111/112** examination, 738 fewer than the previous year. Of these, 48% were male and 52% female.

  The average mark on the PE was 62% in 2001-2002, compared to 55% previously. There was an average difference of eight points between average PE and school marks. The average final score in 2001-2002 rose by three percentage points to 68%.

  The success rate on the PE was 72% for males and 68% for females. The overall success rate for the course went up to 92% compared to 87% the year before.

- One thousand, six hundred and eleven students wrote the **Mathematics 113** examination in 2001-2002, 57 fewer than in 2000-2001. Forty-six percent of these were female, 54% male.

  The average mark on the PE rose by 7%, and the average school mark remained at 65%. The gap between PE and school scores was six points in 2001-2002 while it was thirteen points in 2000-2001.

  Both the average final mark (64%) and the success rate (90%) for the course rose in 2001-2002 by 2 percentage points. Males were more successful on this examination than females, with success rates of 72% and 68% respectively.

Findings: English

- Eighty percent of students registered for the grade 11 English Provincial Examinations wrote English 111/112, while 20% wrote English 113.
- In 2001-2002, 4902 students wrote the **English 111/112** examination, 65 fewer than in the previous year. The ratio of males to females was 46% to 54%.

  The average score was 65% on the PE and 70% for the school mark, resulting in a 5 point gap. The average final score was 69% in 2001-2002 compared to 65% in 2000-2001, while the success rate on the course was 96%, 5% higher than in the year before.

  Females were more successful on the PE than males (89% and 87% respectively).
- One thousand, two hundred and forty-nine students wrote **English 113**, up by 77 in the previous year. Of these, 62% were male, 38% female.

  In 2001-2002, the average PE mark was 58% and it was 62% for the school, a gap of four points compared to one of seven points in the year before.

  Success rates on the examination were 77% for males and 76% for females.

Follow-up

- In addition to the detailed results distributed to students, schools and districts, final assessment data are transferred to school districts electronically, so that further analysis specific to each district and school can be undertaken.
- Teachers are provided with a detailed analysis of results for their own class(es).
- For English, provincial examination questions with exemplary student responses and the appropriate rubrics are sent to teachers for use with their classes. Reading selections together with selected response items chosen from previous examinations are made available to high school English teachers for discussion and review with their students. An analysis of both the correct responses and the distractors for these items is provided.
- For mathematics, several selected response and open response sample items, as well as answer keys were released to high schools in a new Specifications document this year. Teachers have been encouraged to use these items for discussion in the classroom and as part of their classroom assessment program.
- Highlights of assessment results, together with comments and recommendations from the University of New Brunswick Mathematics and English professors who act as our External Advisors, are reviewed with high school educators.
- Provincial examination results provide a focus for the School Improvement Plan of many high schools.

In reading the following chart, you can see that 78% of grade 11 students taking mathematics at Petitcodiac Regional High in 2001-2002 were enrolled in level 111/112 courses, compared to 63% enrolled in level 111/112 the previous year. Their average mark on the examination was 60%, down 1% from 2000-2001. Sixty-five percent of the 2001-2002 students passed the examination, compared to 75% in 2000-2001. This year's students earned an average school mark of 73%, two points less than in 2000-2001. This year, 96% of Petitcodiac Regional High 111/112 mathematics students passed the course, compared to 91% for the district and 92% for the province.

	Mathematics 111/112 2001-2002							Mathematics 111/112 2000-2001						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Caledonia Reg. High	40	(21)	59	67	60	60	76	54	(25)	53	60	68	64	88
Harrison Trimble High	63	(98)	65	77	65	65	90	79	(167)	59	68	67	65	86
J. M. A. Armstrong High	70	(59)	48	42	74	67	95	76	(56)	51	55	71	65	89
Moncton High*	--	--	--	--	--	--	--	74	(175)	57	61	69	66	86
PALS (Petitcodiac)	25	(1)	42	0	70	62	100	--	--	--	--	--	--	--
Petitcodiac Reg. High	78	(66)	60	65	73	69	96	63	(40)	61	75	75	71	93
Riverview High	75	(199)	60	67	70	67	91	84	(221)	53	53	68	64	87
Tantramar High	71	(81)	68	79	70	70	93	69	(102)	65	76	73	70	93
District 02 Average	**69**	**(525)**	**61**	**68**	**70**	**67**	**91**	**74**	**(786)**	**57**	**62**	**69**	**66**	**88**
Belleisle Reg. High	64	(28)	60	75	71	68	100	72	(36)	45	42	70	63	86
Hampton High	63	(130)	76	95	72	73	99	66	(133)	55	52	68	64	87
Kennebecasis Valley High	82	(182)	66	73	73	71	96	92	(269)	57	57	72	68	91
PALS (Sussex)	7	(1)	82	100	97	92	100	--	--	--	--	--	--	--
Rothesay High	84	(107)	66	78	73	71	94	73	(100)	64	76	73	70	96
Sussex Reg. High	70	(155)	51	48	68	63	83	75	(168)	46	41	69	62	83
District 06 Average	**72**	**(603)**	**64**	**72**	**72**	**69**	**93**	**76**	**(706)**	**54**	**54**	**71**	**66**	**89**
Harbour View High	76	(184)	58	66	65	63	89	68	(167)	53	53	66	62	85
Saint John High	88	(215)	64	73	69	67	90	87	(191)	57	59	69	66	85
Simonds High	60	(182)	54	53	68	64	88	61	(167)	45	36	67	61	78
St. Malachy's High	84	(152)	61	68	65	64	84	78	(163)	65	76	68	67	87
St. Vincent's High	43	(3)	45	33	63	58	100	71	(40)	51	53	57	55	70
Woodlawn	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 08 Average	**75**	**(736)**	**59**	**65**	**67**	**65**	**88**	**73**	**(728)**	**55**	**56**	**67**	**63**	**83**
Campobello Island	94	(15)	57	60	74	69	100	77	(10)	41	30	69	61	80
Fundy High	80	(86)	52	44	73	67	91	68	(98)	47	39	65	60	82
Grand Manan High	61	(20)	57	70	67	64	95	80	(20)	44	30	66	60	90
Sir James Dunn Academy	--	--	--	--	--	--	--	87	(20)	48	35	73	66	85
St. Stephen High	72	(92)	50	48	72	65	89	67	(95)	52	50	73	67	91
District 10 Average	**74**	**(213)**	**52**	**49**	**72**	**66**	**91**	**70**	**(243)**	**49**	**42**	**69**	**63**	**86**

*Pilot course

School	Mathematics 111/112 2001-2002							Mathematics 111/112 2000-2001						
	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	48	(10)	76	100	77	77	100	79	(15)	63	80	76	72	93
Carleton North Senior	61	(82)	76	94	71	72	98	82	(90)	64	80	74	71	96
Hartland High	90	(53)	68	85	80	77	98	93	(41)	53	44	76	69	100
John Caldwell	61	(40)	56	58	74	69	98	63	(48)	52	54	67	63	83
Nackawic Senior	69	(52)	68	81	72	71	90	67	(60)	48	42	70	63	90
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	45	(40)	47	35	73	66	98	50	(51)	48	43	75	67	96
Tobique Valley High	37	(19)	59	63	66	64	79	67	(45)	41	27	69	61	89
Woodstock High	70	(113)	65	76	73	71	96	68	(141)	59	72	72	68	
District 14 Average	**62**	**(409)**	**65**	**76**	**73**	**71**	**95**	**69**	**(491)**	**55**	**59**	**72**	**67**	**92**
Bathurst High *	--	--	--	--	--	--	--	60	(120)	57	60	68	65	84
Dalhousie Reg. High	61	(59)	71	83	71	71	88	57	(51)	52	51	63	60	78
Sugarloaf Senior High	70	(71)	58	62	72	68	96	81	(86)	48	44	66	60	81
District 15 Average	**47**	**(130)**	**64**	**72**	**71**	**69**	**92**	**65**	**(257)**	**53**	**53**	**66**	**62**	**82**
Blackville Rural High	58	(21)	72	95	70	70	95	60	(27)	64	67	75	71	96
Bonar Law Memorial	69	(46)	54	50	66	63	87	59	(54)	55	52	60	59	67
James M. Hill Memorial	80	(127)	67	79	69	69	95	74	(134)	59	67	68	66	86
Miramichi Valley High	78	(150)	65	75	65	65	83	76	(169)	64	78	67	66	88
North and South Esk Reg.	67	(33)	73	85	72	72	91	73	(35)	70	94	72	72	97
District 16 Average	**75**	**(377)**	**66**	**75**	**67**	**67**	**89**	**71**	**(419)**	**62**	**72**	**67**	**66**	**86**
Cambridge Narrows	71	(10)	39	30	67	59	90	47	(9)	70	78	79	76	89
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Minto Memorial High	61	(44)	73	91	69	70	93	60	(33)	54	58	65	62	94
Oromocto Senior High	64	(163)	72	85	71	71	93	76	(199)	59	67	69	66	94
District 17 Average	**64**	**(217)**	**70**	**84**	**70**	**70**	**93**	**72**	**(241)**	**59**	**66**	**69**	**66**	**93**
Doaktown Consolidated*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Fredericton High	82	(346)	65	73	72	70	91	86	(421)	56	58	71	67	87
Harvey High	47	(25)	79	92	78	78	100	44	(18)	63	67	77	73	94
Leo Hayes High	80	(291)	65	74	74	71	93	87	(296)	48	41	71	64	80
McAdam High	69	(11)	74	91	74	74	91	50	(17)	49	47	72	65	88
Stanley Regional High	70	(21)	61	62	66	65	91	61	(19)	54	42	71	66	95
Upper Miramichi Regional*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 18 Average	**79**	**(694)**	**66**	**74**	**73**	**71**	**92**	**82**	**(771)**	**53**	**51**	**71**	**66**	**85**
Provincial Average	**71**	**(3904)**	**62**	**70**	**70**	**68**	**92**	**74**	**(4642)**	**55**	**57**	**69**	**65**	**87**

*Pilot course

In reading the following chart, you can see that 78% of grade 11 students taking mathematics at Petitcodiac Regional High in 2001-2002 were enrolled in level 111/112 courses, compared to 63% enrolled in level 111/112 the previous year. Their average mark on the examination was 60%, down 1% from 2000-2001. Sixty-five percent of the 2001-2002 students passed the examination, compared to 75% in 2000-2001. This year's students earned an average school mark of 73%, two points less than in 2000-2001. This year, 96% of Petitcodiac Regional High 111/112 mathematics students passed the course, compared to 91% for the district and 92% for the province.

	Mathematics 111/112 2001-2002							Mathematics 111/112 2000-2001						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Caledonia Reg. High	40	(21)	59	67	60	60	76	54	(25)	53	60	68	64	88
Harrison Trimble High	63	(98)	65	77	65	65	90	79	(167)	59	68	67	65	86
J. M. A. Armstrong High	70	(59)	48	42	74	67	95	76	(56)	51	55	71	65	89
Moncton High*	--	--	--	--	--	--	--	74	(175)	57	61	69	66	86
PALS (Petitcodiac)	25	(1)	42	0	70	62	100	--	--	--	--	--	--	--
Petitcodiac Reg. High	78	(66)	60	65	73	69	96	63	(40)	61	75	75	71	93
Riverview High	75	(199)	60	67	70	67	91	84	(221)	53	53	68	64	87
Tantramar High	71	(81)	68	79	70	70	93	69	(102)	65	76	73	70	93
District 02 Average	**69**	**(525)**	**61**	**68**	**70**	**67**	**91**	**74**	**(786)**	**57**	**62**	**69**	**66**	**88**
Belleisle Reg. High	64	(28)	60	75	71	68	100	72	(36)	45	42	70	63	86
Hampton High	63	(130)	76	95	72	73	99	66	(133)	55	52	68	64	87
Kennebecasis Valley High	82	(182)	66	73	73	71	96	92	(269)	57	57	72	68	91
PALS (Sussex)	7	(1)	82	100	97	92	100	--	--	--	--	--	--	--
Rothesay High	84	(107)	66	78	73	71	94	73	(100)	64	76	73	70	96
Sussex Reg. High	70	(155)	51	48	68	63	83	75	(168)	46	41	69	62	83
District 06 Average	**72**	**(603)**	**64**	**72**	**72**	**69**	**93**	**76**	**(706)**	**54**	**54**	**71**	**66**	**89**
Harbour View High	76	(184)	58	66	65	63	89	68	(167)	53	53	66	62	85
Saint John High	88	(215)	64	73	69	67	90	87	(191)	57	59	69	66	85
Simonds High	60	(182)	54	53	68	64	88	61	(167)	45	36	67	61	78
St. Malachy's High	84	(152)	61	68	65	64	84	78	(163)	65	76	68	67	87
St. Vincent's High	43	(3)	45	33	63	58	100	71	(40)	51	53	57	55	70
Woodlawn	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 08 Average	**75**	**(736)**	**59**	**65**	**67**	**65**	**88**	**73**	**(728)**	**55**	**56**	**67**	**63**	**83**
Campobello Island	94	(15)	57	60	74	69	100	77	(10)	41	30	69	61	80
Fundy High	80	(86)	52	44	73	67	91	68	(98)	47	39	65	60	82
Grand Manan High	61	(20)	57	70	67	64	95	80	(20)	44	30	66	60	90
Sir James Dunn Academy	--	--	--	--	--	--	--	87	(20)	48	35	73	66	85
St. Stephen High	72	(92)	50	48	72	65	89	67	(95)	52	50	73	67	91
District 10 Average	**74**	**(213)**	**52**	**49**	**72**	**66**	**91**	**70**	**(243)**	**49**	**42**	**69**	**63**	**86**

*Pilot course

School	Mathematics 111/112 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	48	(10)	76	100	77	77	100	79	(15)	63	80	76	72	93
Carleton North Senior	61	(82)	76	94	71	72	98	82	(90)	64	80	74	71	96
Hartland High	90	(53)	68	85	80	77	98	93	(41)	53	44	76	69	100
John Caldwell	61	(40)	56	58	74	69	98	63	(48)	52	54	67	63	83
Nackawic Senior	69	(52)	68	81	72	71	90	67	(60)	48	42	70	63	90
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	45	(40)	47	35	73	66	98	50	(51)	48	43	75	67	96
Tobique Valley High	37	(19)	59	63	66	64	79	67	(45)	41	27	69	61	89
Woodstock High	70	(113)	65	76	73	71	96	68	(141)	59	72	72	68	
District 14 Average	**62**	**(409)**	**65**	**76**	**73**	**71**	**95**	**69**	**(491)**	**55**	**59**	**72**	**67**	**92**
Bathurst High *	--	--	--	--	--	--	--	60	(120)	57	60	68	65	84
Dalhousie Reg. High	61	(59)	71	83	71	71	88	57	(51)	52	51	63	60	78
Sugarloaf Senior High	70	(71)	58	62	72	68	96	81	(86)	48	44	66	60	81
District 15 Average	**47**	**(130)**	**64**	**72**	**71**	**69**	**92**	**65**	**(257)**	**53**	**53**	**66**	**62**	**82**
Blackville Rural High	58	(21)	72	95	70	70	95	60	(27)	64	67	75	71	96
Bonar Law Memorial	69	(46)	54	50	66	63	87	59	(54)	55	52	60	59	67
James M. Hill Memorial	80	(127)	67	79	69	69	95	74	(134)	59	67	68	66	86
Miramichi Valley High	78	(150)	65	75	65	65	83	76	(169)	64	78	67	66	88
North and South Esk Reg.	67	(33)	73	85	72	72	91	73	(35)	70	94	72	72	97
District 16 Average	**75**	**(377)**	**66**	**75**	**67**	**67**	**89**	**71**	**(419)**	**62**	**72**	**67**	**66**	**86**
Cambridge Narrows	71	(10)	39	30	67	59	90	47	(9)	70	78	79	76	89
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Minto Memorial High	61	(44)	73	91	69	70	93	60	(33)	54	58	65	62	94
Oromocto Senior High	64	(163)	72	85	71	71	93	76	(199)	59	67	69	66	94
District 17 Average	**64**	**(217)**	**70**	**84**	**70**	**70**	**93**	**72**	**(241)**	**59**	**66**	**69**	**66**	**93**
Doaktown Consolidated*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Fredericton High	82	(346)	65	73	72	70	91	86	(421)	56	58	71	67	87
Harvey High	47	(25)	79	92	78	78	100	44	(18)	63	67	77	73	94
Leo Hayes High	80	(291)	65	74	74	71	93	87	(296)	48	41	71	64	80
McAdam High	69	(11)	74	91	74	74	91	50	(17)	49	47	72	65	88
Stanley Regional High	70	(21)	61	62	66	65	91	61	(19)	54	42	71	66	95
Upper Miramichi Regional*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 18 Average	**79**	**(694)**	**66**	**74**	**73**	**71**	**92**	**82**	**(771)**	**53**	**51**	**71**	**66**	**85**
Provincial Average	**71**	**(3904)**	**62**	**70**	**70**	**68**	**92**	**74**	**(4642)**	**55**	**57**	**69**	**65**	**87**

*Pilot course

School	Mathematics 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	100	(12)	29	17	83	67	100
Caledonia Reg. High	60	(31)	63	87	65	65	94	46	(21)	57	62	63	61	91
Harrison Trimble High	37	(57)	62	75	59	60	84	21	(44)	54	61	63	61	86
J. M. A. Armstrong High	30	(25)	48	40	67	61	96	24	(18)	43	33	62	56	78
Moncton High*	--	--	--	--	--	--	--	26	(62)	57	63	62	61	77
PALS (Petitcodiac)	75	(3)	78	100	60	66	100	100	(6)	70	100	58	62	100
Petitcodiac Reg. High	22	(19)	53	53	61	59	90	37	(23)	62	83	72	69	100
Riverview High	25	(65)	55	60	59	58	83	16	(41)	57	61	64	62	85
Tantramar High	29	(33)	55	70	63	61	91	31	(45)	56	64	73	68	98
District 02 Average	**31**	**(233)**	**57**	**67**	**62**	**61**	**88**	**26**	**(272)**	**55**	**61**	**66**	**63**	**88**
Belleisle Reg. High	36	(16)	66	94	68	67	100	28	(14)	37	21	65	56	86
Hampton High	37	(76)	63	74	64	64	87	34	(70)	53	59	64	61	91
Kennebecasis Valley High	18	(41)	60	68	67	65	95	8	(23)	45	44	72	64	83
PALS (Sussex)	93	(14)	77	93	77	77	100	100	(28)	70	89	78	75	100
Rothesay High	16	(20)	60	75	58	59	85	27	(37)	41	32	70	61	100
Sussex Reg. High	30	(67)	52	58	68	63	90	25	(57)	41	32	67	59	86
District 06 Average	**28**	**(234)**	**60**	**71**	**66**	**64**	**91**	**24**	**(229)**	**48**	**48**	**68**	**62**	**91**
Harbour View High	24	(57)	63	83	63	63	90	32	(78)	55	62	64	61	87
Saint John High	12	(29)	60	69	63	62	83	13	(29)	53	59	54	54	72
Simonds High	40	(121)	48	48	63	59	82	39	(107)	43	34	65	58	86
St. Malachy's High	16	(30)	59	63	64	62	93	22	(45)	53	58	62	60	82
St. Vincent's High	57	(4)	65	75	69	68	75	29	(16)	39	19	59	53	75
District 08 Average	**25**	**(241)**	**55**	**61**	**63**	**61**	**85**	**27**	**(275)**	**43**	**47**	**63**	**59**	**84**
Campobello Island	6	(1)	64	100	79	75	100	23	(3)	62	100	77	73	100
Fundy High	20	(22)	48	46	60	57	77	32	(47)	42	38	60	55	77
Grand Manan High	39	(13)	60	77	66	64	85	20	(5)	57	80	71	67	80
Sir James Dunn Academy	100	(1)	64	100	80	75	100	13	(3)	55	100	76	70	100
St. Stephen High	28	(36)	67	94	62	64	92	33	(46)	63	85	62	63	89
District 10 Average	**26**	**(73)**	**60**	**77**	**63**	**62**	**86**	**30**	**(104)**	**53**	**64**	**63**	**60**	**84**

*Pilot course.

School	Mathematics 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	52	(11)	78	91	74	75	100	21	(4)	73	75	74	74	100
Carleton North Senior*	39	(52)	71	92	71	71	98	18	(20)	60	75	62	62	85
Hartland High	10	(6)	74	83	72	72	100	7	(3)	57	67	71	67	100
John Caldwell	39	(26)	56	62	68	64	89	37	(28)	58	57	71	67	93
Nackawic Senior	31	(23)	61	74	66	64	96	33	(29)	57	66	70	66	100
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	55	(49)	58	65	70	67	94	50	(51)	42	29	72	63	100
Tobique Valley High	63	(32)	68	84	61	63	84	33	(22)	60	64	62	62	91
Woodstock High	30	(49)	73	90	68	69	96	32	(67)	64	82	60	62	84
District 14 Average	**38**	**(248)**	**66**	**80**	**68**	**68**	**94**	**31**	**(224)**	**57**	**62**	**66**	**63**	**92**
Bathurst High *	--	79	60	65	65	64	86	40	(80)	50	50	64	60	88
Dalhousie Reg. High	39	(37)	59	62	74	69	95	43	(38)	51	53	68	63	87
Sugarloaf Senior High	30	(30)	45	33	66	60	90	19	(20)	49	50	62	58	80
District 15 Average	**53**	**(146)**	**56**	**58**	**68**	**64**	**89**	**35**	**(138)**	**50**	**51**	**65**	**61**	**86**
Blackville Rural High	42	(15)	76	93	72	73	87	40	(18)	63	83	68	66	94
Bonar Law Memorial	31	(21)	57	67	65	63	90	41	(37)	50	57	64	60	87
James M. Hill Memorial	20	(31)	68	87	67	68	94	26	(46)	60	70	64	63	83
Learning Centre	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Miramichi Valley High	22	(42)	64	86	63	63	93	24	(54)	61	83	60	61	87
North and South Esk Reg.	33	(16)	46	56	58	54	69	27	(13)	47	46	63	58	77
District 16 Average	**25**	**(125)**	**63**	**80**	**65**	**64**	**89**	**29**	**(168)**	**57**	**71**	**63**	**61**	**86**
Cambridge Narrows	29	(4)	42	25	70	62	100	53	(10)	62	80	65	64	100
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Minto Memorial High	39	(28)	69	93	72	71	100	40	(22)	65	91	75	72	100
Oromocto Senior High	36	(90)	67	82	72	70	99	24	(62)	58	73	65	63	94
District 17 Average	**36**	**(122)**	**66**	**83**	**72**	**70**	**99**	**28**	**(94)**	**60**	**78**	**67**	**65**	**96**
Doaktown Consolidated*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Fredericton High	18	(76)	61	72	64	63	82	14	(66)	55	62	67	63	91
Harvey High	53	(28)	66	79	68	68	93	56	(23)	55	48	68	65	96
Leo Hayes High	20	(71)	68	80	67	67	93	13	(46)	42	33	65	58	83
McAdam High	31	(5)	75	100	74	74	100	50	(17)	64	71	73	70	88
Stanley Regional High	30	(9)	70	89	64	66	100	39	(12)	55	58	72	67	100
Upper Miramichi Regional*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 18 Average	**21**	**(189)**	**65**	**78**	**66**	**66**	**89**	**18**	**(164)**	**52**	**52**	**68**	**63**	**90**
Provincial Average	**29**	**(1611)**	**59**	**70**	**65**	**64**	**90**	**26**	**(1668)**	**52**	**56**	**65**	**62**	**88**

*Pilot course

School	Mathematics 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	--	--	--	--	--	--	--	100	(12)	29	17	83	67	100
Caledonia Reg. High	60	(31)	63	87	65	65	94	46	(21)	57	62	63	61	91
Harrison Trimble High	37	(57)	62	75	59	60	84	21	(44)	54	61	63	61	86
J. M. A. Armstrong High	30	(25)	48	40	67	61	96	24	(18)	43	33	62	56	78
Moncton High*	--	--	--	--	--	--	--	26	(62)	57	63	62	61	77
PALS (Petitcodiac)	75	(3)	78	100	60	66	100	100	(6)	70	100	58	62	100
Petitcodiac Reg. High	22	(19)	53	53	61	59	90	37	(23)	62	83	72	69	100
Riverview High	25	(65)	55	60	59	58	83	16	(41)	57	61	64	62	85
Tantramar High	29	(33)	55	70	63	61	91	31	(45)	56	64	73	68	98
District 02 Average	**31**	**(233)**	**57**	**67**	**62**	**61**	**88**	**26**	**(272)**	**55**	**61**	**66**	**63**	**88**
Belleisle Reg. High	36	(16)	66	94	68	67	100	28	(14)	37	21	65	56	86
Hampton High	37	(76)	63	74	64	64	87	34	(70)	53	59	64	61	91
Kennebecasis Valley High	18	(41)	60	68	67	65	95	8	(23)	45	44	72	64	83
PALS (Sussex)	93	(14)	77	93	77	77	100	100	(28)	70	89	78	75	100
Rothesay High	16	(20)	60	75	58	59	85	27	(37)	41	32	70	61	100
Sussex Reg. High	30	(67)	52	58	68	63	90	25	(57)	41	32	67	59	86
District 06 Average	**28**	**(234)**	**60**	**71**	**66**	**64**	**91**	**24**	**(229)**	**48**	**48**	**68**	**62**	**91**
Harbour View High	24	(57)	63	83	63	63	90	32	(78)	55	62	64	61	87
Saint John High	12	(29)	60	69	63	62	83	13	(29)	53	59	54	54	72
Simonds High	40	(121)	48	48	63	59	82	39	(107)	43	34	65	58	86
St. Malachy's High	16	(30)	59	63	64	62	93	22	(45)	53	58	62	60	82
St. Vincent's High	57	(4)	65	75	69	68	75	29	(16)	39	19	59	53	75
District 08 Average	**25**	**(241)**	**55**	**61**	**63**	**61**	**85**	**27**	**(275)**	**43**	**47**	**63**	**59**	**84**
Campobello Island	6	(1)	64	100	79	75	100	23	(3)	62	100	77	73	100
Fundy High	20	(22)	48	46	60	57	77	32	(47)	42	38	60	55	77
Grand Manan High	39	(13)	60	77	66	64	85	20	(5)	57	80	71	67	80
Sir James Dunn Academy	100	(1)	64	100	80	75	100	13	(3)	55	100	76	70	100
St. Stephen High	28	(36)	67	94	62	64	92	33	(46)	63	85	62	63	89
District 10 Average	**26**	**(73)**	**60**	**77**	**63**	**62**	**86**	**30**	**(104)**	**53**	**64**	**63**	**60**	**84**

*Pilot course.

School	Mathematics 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	52	(11)	78	91	74	75	100	21	(4)	73	75	74	74	100
Carleton North Senior*	39	(52)	71	92	71	71	98	18	(20)	60	75	62	62	85
Hartland High	10	(6)	74	83	72	72	100	7	(3)	57	67	71	67	100
John Caldwell	39	(26)	56	62	68	64	89	37	(28)	58	57	71	67	93
Nackawic Senior	31	(23)	61	74	66	64	96	33	(29)	57	66	70	66	100
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	55	(49)	58	65	70	67	94	50	(51)	42	29	72	63	100
Tobique Valley High	63	(32)	68	84	61	63	84	33	(22)	60	64	62	62	91
Woodstock High	30	(49)	73	90	68	69	96	32	(67)	64	82	60	62	84
District 14 Average	**38**	**(248)**	**66**	**80**	**68**	**68**	**94**	**31**	**(224)**	**57**	**62**	**66**	**63**	**92**
Bathurst High *	--	79	60	65	65	64	86	40	(80)	50	50	64	60	88
Dalhousie Reg. High	39	(37)	59	62	74	69	95	43	(38)	51	53	68	63	87
Sugarloaf Senior High	30	(30)	45	33	66	60	90	19	(20)	49	50	62	58	80
District 15 Average	**53**	**(146)**	**56**	**58**	**68**	**64**	**89**	**35**	**(138)**	**50**	**51**	**65**	**61**	**86**
Blackville Rural High	42	(15)	76	93	72	73	87	40	(18)	63	83	68	66	94
Bonar Law Memorial	31	(21)	57	67	65	63	90	41	(37)	50	57	64	60	87
James M. Hill Memorial	20	(31)	68	87	67	68	94	26	(46)	60	70	64	63	83
Learning Centre	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Miramichi Valley High	22	(42)	64	86	63	63	93	24	(54)	61	83	60	61	87
North and South Esk Reg.	33	(16)	46	56	58	54	69	27	(13)	47	46	63	58	77
District 16 Average	**25**	**(125)**	**63**	**80**	**65**	**64**	**89**	**29**	**(168)**	**57**	**71**	**63**	**61**	**86**
Cambridge Narrows	29	(4)	42	25	70	62	100	53	(10)	62	80	65	64	100
Chipman Jr./Sr. High*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Minto Memorial High	39	(28)	69	93	72	71	100	40	(22)	65	91	75	72	100
Oromocto Senior High	36	(90)	67	82	72	70	99	24	(62)	58	73	65	63	94
District 17 Average	**36**	**(122)**	**66**	**83**	**72**	**70**	**99**	**28**	**(94)**	**60**	**78**	**67**	**65**	**96**
Doaktown Consolidated*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Fredericton High	18	(76)	61	72	64	63	82	14	(66)	55	62	67	63	91
Harvey High	53	(28)	66	79	68	68	93	56	(23)	55	48	68	65	96
Leo Hayes High	20	(71)	68	80	67	67	93	13	(46)	42	33	65	58	83
McAdam High	31	(5)	75	100	74	74	100	50	(17)	64	71	73	70	88
Stanley Regional High	30	(9)	70	89	64	66	100	39	(12)	55	58	72	67	100
Upper Miramichi Regional*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 18 Average	**21**	**(189)**	**65**	**78**	**66**	**66**	**89**	**18**	**(164)**	**52**	**52**	**68**	**63**	**90**
Provincial Average	**29**	**(1611)**	**59**	**70**	**65**	**64**	**90**	**26**	**(1668)**	**52**	**56**	**65**	**62**	**88**

*Pilot course

School	English 111/112 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	93	(179)	65	88	75	72	79	--	--	--	--	--	--	--
Caledonia Reg. High	67	(37)	60	76	68	66	97	77	(40)	49	43	69	63	93
Harrison Trimble High	70	(107)	68	94	64	65	94	78	(176)	57	70	66	63	85
J. M. A. Armstrong High	79	(64)	61	81	71	68	95	80	(64)	48	36	70	64	86
Moncton High	89	(231)	67	89	68	68	93	88	(273)	53	58	68	64	91
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	77	(65)	63	83	65	65	100	67	(40)	53	58	67	63	95
Riverview High	82	(212)	66	92	65	65	96	90	(236)	54	59	66	62	93
Tantramar High	84	(96)	66	88	75	72	99	88	(112)	55	59	73	68	96
District 02 Average	**82**	**(991)**	**66**	**88**	**69**	**68**	**96**	**84**	**(941)**	**54**	**58**	**68**	**64**	**91**
Belleisle Reg. High	71	(32)	67	91	75	73	100	76	(32)	50	41	68	63	91
Hampton High	75	(153)	67	92	68	68	97	74	(144)	56	70	68	65	92
Kennebecasis Valley High	89	(196)	67	91	76	73	100	93	(231)	60	73	75	71	98
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	91	(121)	66	90	77	74	98	86	(125)	52	54	75	68	95
Sussex Reg. High	62	(126)	67	92	65	65	95	77	(156)	54	65	61	59	82
District 06 Average	**78**	**(628)**	**67**	**91**	**72**	**70**	**98**	**81**	**(688)**	**56**	**66**	**70**	**66**	**92**
Harbour View High	84	(194)	62	87	65	64	95	85	(181)	52	51	66	62	89
Saint John High	91	(241)	66	85	68	68	92	93	(168)	53	61	68	64	83
Simonds High	74	(206)	64	89	64	64	93	75	(186)	50	49	67	62	89
St. Malachy's High	79	(141)	68	94	66	66	95	86	(160)	56	68	67	64	88
St. Vincent's High	50	(1)	79	100	46	56	100	78	(31)	55	61	61	59	74
District 08 Average	**82**	**(783)**	**65**	**88**	**66**	**66**	**94**	**84**	**(726)**	**53**	**57**	**67**	**63**	**87**
Campobello Island	100	(15)	55	80	67	64	93	69	(9)	49	44	69	63	89
Fundy High	80	(89)	62	78	71	69	95	84	(89)	53	60	75	69	99
Grand Manan High	72	(21)	65	100	67	67	95	85	(22)	53	64	83	74	100
Sir James Dunn Academy	89	(32)	68	100	77	74	100	100	(21)	61	71	83	76	100
St. Stephen High	74	(97)	65	92	69	68	98	74	(105)	54	60	70	65	91
District 10 Average	**79**	**(254)**	**64**	**88**	**71**	**69**	**97**	**80**	**(246)**	**54**	**61**	**74**	**68**	**96**

School	English 111/112 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	75	(15)	65	80	74	72	100	84	(16)	56	75	76	70	94
Carleton North Senior	73	(104)	66	93	69	68	97	72	(92)	54	58	69	65	95
Hartland High	89	(58)	65	86	79	75	100	95	(39)	52	59	64	60	90
John Caldwell	51	(30)	64	90	62	63	97	64	(46)	51	52	64	60	89
Nackawic Senior	71	(65)	66	89	73	71	95	80	(72)	46	36	68	62	90
Saint Mary's Academy	80	(12)	69	83	73	72	92	83	(10)	47	40	62	58	90
Southern Victoria	65	(56)	59	79	70	67	98	53	(55)	55	71	76	70	98
Tobique Valley High	51	(20)	67	85	77	74	95	75	(44)	50	48	74	66	100
Woodstock High	75	(118)	66	86	71	70	94	72	(122)	60	75	75	71	95
District 14 Average	**71**	**(478)**	**65**	**87**	**72**	**70**	**96**	**72**	**(496)**	**54**	**59**	**71**	**66**	**94**
Bathurst High	66	(131)	69	95	70	70	95	66	(120)	58	74	64	62	93
Dalhousie Reg. High	77	(65)	64	88	77	73	99	64	(59)	47	41	76	67	98
Sugarloaf Senior High	79	(85)	64	92	62	62	92	88	(77)	54	60	61	59	84
District 15 Average	**72**	**(281)**	**66**	**92**	**69**	**68**	**95**	**71**	**(256)**	**54**	**62**	**66**	**63**	**91**
Blackville Rural High	63	(22)	61	86	67	65	100	52	(22)	52	64	78	70	100
Bonar Law Memorial	67	(44)	61	71	55	57	77	47	(38)	55	68	59	57	79
James M. Hill Memorial	83	(139)	66	92	73	71	99	83	(144)	52	55	74	67	94
Miramichi Valley High	83	(152)	64	82	70	68	94	81	(180)	54	59	66	62	87
North and South Esk Reg.	78	(36)	69	92	81	77	100	78	(35)	49	34	72	65	100
District 16 Average	**79**	**(393)**	**65**	**86**	**70**	**69**	**95**	**74**	**(419)**	**53**	**57**	**69**	**64**	**91**
Cambridge Narrows	79	(11)	57	73	64	62	82	74	(14)	58	71	80	74	100
Chipman Jr./Sr. High	62	(32)	68	91	68	68	97	80	(32)	57	72	70	67	97
Minto Memorial High	77	(56)	62	82	73	70	96	73	(41)	48	34	64	60	93
Oromocto Senior High	77	(200)	66	89	70	68	97	82	(203)	53	58	69	64	94
District 17 Average	**75**	**(299)**	**65**	**87**	**70**	**69**	**97**	**80**	**(290)**	**53**	**57**	**69**	**64**	**95**
Doaktown Consolidated	84	(21)	63	76	79	74	100	87	(20)	50	40	78	70	100
Fredericton High	91	(373)	67	90	71	70	95	91	(435)	55	64	72	67	92
Harvey High	63	(31)	69	94	81	78	100	69	(29)	49	41	79	70	100
Leo Hayes High	89	(309)	64	83	73	70	97	94	(359)	49	45	72	65	88
McAdam High	79	(11)	70	91	75	74	100	66	(19)	45	37	76	67	100
Stanley Regional High	87	(26)	58	81	80	74	100	71	(20)	56	65	75	69	95
Upper Miramichi Regional	80	(24)	56	75	78	72	100	74	(23)	51	61	60	57	87
District 18 Average	**88**	**(795)**	**65**	**86**	**73**	**71**	**97**	**89**	**(905)**	**52**	**55**	**72**	**66**	**91**
Provincial Average	**80**	**(4902)**	**65**	**88**	**70**	**69**	**96**	**81**	**(4967)**	**53**	**58**	**69**	**65**	**91**

School	English 111/112 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	93	(179)	65	88	75	72	79	--	--	--	--	--	--	--
Caledonia Reg. High	67	(37)	60	76	68	66	97	77	(40)	49	43	69	63	93
Harrison Trimble High	70	(107)	68	94	64	65	94	78	(176)	57	70	66	63	85
J. M. A. Armstrong High	79	(64)	61	81	71	68	95	80	(64)	48	36	70	64	86
Moncton High	89	(231)	67	89	68	68	93	88	(273)	53	58	68	64	91
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	77	(65)	63	83	65	65	100	67	(40)	53	58	67	63	95
Riverview High	82	(212)	66	92	65	65	96	90	(236)	54	59	66	62	93
Tantramar High	84	(96)	66	88	75	72	99	88	(112)	55	59	73	68	96
District 02 Average	**82**	**(991)**	**66**	**88**	**69**	**68**	**96**	**84**	**(941)**	**54**	**58**	**68**	**64**	**91**
Belleisle Reg. High	71	(32)	67	91	75	73	100	76	(32)	50	41	68	63	91
Hampton High	75	(153)	67	92	68	68	97	74	(144)	56	70	68	65	92
Kennebecasis Valley High	89	(196)	67	91	76	73	100	93	(231)	60	73	75	71	98
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	91	(121)	66	90	77	74	98	86	(125)	52	54	75	68	95
Sussex Reg. High	62	(126)	67	92	65	65	95	77	(156)	54	65	61	59	82
District 06 Average	**78**	**(628)**	**67**	**91**	**72**	**70**	**98**	**81**	**(688)**	**56**	**66**	**70**	**66**	**92**
Harbour View High	84	(194)	62	87	65	64	95	85	(181)	52	51	66	62	89
Saint John High	91	(241)	66	85	68	68	92	93	(168)	53	61	68	64	83
Simonds High	74	(206)	64	89	64	64	93	75	(186)	50	49	67	62	89
St. Malachy's High	79	(141)	68	94	66	66	95	86	(160)	56	68	67	64	88
St. Vincent's High	50	(1)	79	100	46	56	100	78	(31)	55	61	61	59	74
District 08 Average	**82**	**(783)**	**65**	**88**	**66**	**66**	**94**	**84**	**(726)**	**53**	**57**	**67**	**63**	**87**
Campobello Island	100	(15)	55	80	67	64	93	69	(9)	49	44	69	63	89
Fundy High	80	(89)	62	78	71	69	95	84	(89)	53	60	75	69	99
Grand Manan High	72	(21)	65	100	67	67	95	85	(22)	53	64	83	74	100
Sir James Dunn Academy	89	(32)	68	100	77	74	100	100	(21)	61	71	83	76	100
St. Stephen High	74	(97)	65	92	69	68	98	74	(105)	54	60	70	65	91
District 10 Average	**79**	**(254)**	**64**	**88**	**71**	**69**	**97**	**80**	**(246)**	**54**	**61**	**74**	**68**	**96**

School	English 111/112 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	75	(15)	65	80	74	72	100	84	(16)	56	75	76	70	94
Carleton North Senior	73	(104)	66	93	69	68	97	72	(92)	54	58	69	65	95
Hartland High	89	(58)	65	86	79	75	100	95	(39)	52	59	64	60	90
John Caldwell	51	(30)	64	90	62	63	97	64	(46)	51	52	64	60	89
Nackawic Senior	71	(65)	66	89	73	71	95	80	(72)	46	36	68	62	90
Saint Mary's Academy	80	(12)	69	83	73	72	92	83	(10)	47	40	62	58	90
Southern Victoria	65	(56)	59	79	70	67	98	53	(55)	55	71	76	70	98
Tobique Valley High	51	(20)	67	85	77	74	95	75	(44)	50	48	74	66	100
Woodstock High	75	(118)	66	86	71	70	94	72	(122)	60	75	75	71	95
District 14 Average	**71**	**(478)**	**65**	**87**	**72**	**70**	**96**	**72**	**(496)**	**54**	**59**	**71**	**66**	**94**
Bathurst High	66	(131)	69	95	70	70	95	66	(120)	58	74	64	62	93
Dalhousie Reg. High	77	(65)	64	88	77	73	99	64	(59)	47	41	76	67	98
Sugarloaf Senior High	79	(85)	64	92	62	62	92	88	(77)	54	60	61	59	84
District 15 Average	**72**	**(281)**	**66**	**92**	**69**	**68**	**95**	**71**	**(256)**	**54**	**62**	**66**	**63**	**91**
Blackville Rural High	63	(22)	61	86	67	65	100	52	(22)	52	64	78	70	100
Bonar Law Memorial	67	(44)	61	71	55	57	77	47	(38)	55	68	59	57	79
James M. Hill Memorial	83	(139)	66	92	73	71	99	83	(144)	52	55	74	67	94
Miramichi Valley High	83	(152)	64	82	70	68	94	81	(180)	54	59	66	62	87
North and South Esk Reg.	78	(36)	69	92	81	77	100	78	(35)	49	34	72	65	100
District 16 Average	**79**	**(393)**	**65**	**86**	**70**	**69**	**95**	**74**	**(419)**	**53**	**57**	**69**	**64**	**91**
Cambridge Narrows	79	(11)	57	73	64	62	82	74	(14)	58	71	80	74	100
Chipman Jr./Sr. High	62	(32)	68	91	68	68	97	80	(32)	57	72	70	67	97
Minto Memorial High	77	(56)	62	82	73	70	96	73	(41)	48	34	64	60	93
Oromocto Senior High	77	(200)	66	89	70	68	97	82	(203)	53	58	69	64	94
District 17 Average	**75**	**(299)**	**65**	**87**	**70**	**69**	**97**	**80**	**(290)**	**53**	**57**	**69**	**64**	**95**
Doaktown Consolidated	84	(21)	63	76	79	74	100	87	(20)	50	40	78	70	100
Fredericton High	91	(373)	67	90	71	70	95	91	(435)	55	64	72	67	92
Harvey High	63	(31)	69	94	81	78	100	69	(29)	49	41	79	70	100
Leo Hayes High	89	(309)	64	83	73	70	97	94	(359)	49	45	72	65	88
McAdam High	79	(11)	70	91	75	74	100	66	(19)	45	37	76	67	100
Stanley Regional High	87	(26)	58	81	80	74	100	71	(20)	56	65	75	69	95
Upper Miramichi Regional	80	(24)	56	75	78	72	100	74	(23)	51	61	60	57	87
District 18 Average	**88**	**(795)**	**65**	**86**	**73**	**71**	**97**	**89**	**(905)**	**52**	**55**	**72**	**66**	**91**
Provincial Average	**80**	**(4902)**	**65**	**88**	**70**	**69**	**96**	**81**	**(4967)**	**53**	**58**	**69**	**65**	**91**

School	English 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	7	(14)	58	71	68	65	100	100	(1)	42	0	76	66	100
Caledonia Reg. High	33	(18)	55	83	66	63	94	23	(12)	48	50	55	53	83
Harrison Trimble High	30	(46)	61	83	58	59	91	22	(49)	57	69	61	59	90
J. M. A. Armstrong High	21	(17)	58	82	63	61	100	20	(16)	53	50	62	60	100
Moncton High	11	(29)	63	90	63	63	100	12	(37)	60	84	71	68	97
PALS (Petitcodiac)	100	(7)	65	100	71	69	100	100	(8)	62	88	67	66	100
Petitcodiac Reg. High	23	(19)	62	84	58	59	90	33	(20)	63	100	57	59	100
Riverview High	18	(47)	63	79	60	61	94	10	(25)	64	96	53	56	80
Tantramar High	16	(18)	55	61	66	63	94	12	(15)	60	80	67	65	100
District 02 Average	**18**	**(215)**	**60**	**81**	**62**	**62**	**95**	**16**	**(183)**	**59**	**78**	**62**	**61**	**93**
Belleisle Reg. High	29	(13)	55	69	59	58	92	24	(10)	48	50	58	55	80
Hampton High	25	(50)	62	80	65	64	98	26	(50)	62	88	62	62	100
Kennebecasis Valley High	11	(23)	58	78	67	64	96	7	(17)	52	59	70	65	94
PALS (Sussex)	100	(7)	64	100	58	60	100	100	(15)	63	87	72	69	100
Rothesay High	9	(12)	54	68	62	60	83	14	(21)	52	62	69	64	95
Sussex Reg. High	38	(76)	60	80	64	63	93	23	(46)	61	83	61	61	96
District 06 Average	**22**	**(181)**	**60**	**79**	**64**	**63**	**95**	**19**	**(159)**	**58**	**77**	**64**	**62**	**96**
Harbour View High	16	(37)	60	90	62	61	100	15	(31)	60	84	59	60	94
Saint John High	9	(23)	55	74	61	59	87	7	(13)	55	69	48	50	62
Simonds High	26	(71)	58	75	58	58	84	25	(61)	54	71	61	59	92
St. Malachy's High	21	(38)	60	76	58	59	90	14	(25)	58	80	61	60	92
St. Vincent's High	50	(1)	43	0	55	51	100	22	(9)	49	44	59	57	78
District 08 Average	**18**	**(170)**	**58**	**78**	**59**	**59**	**89**	**16**	**(139)**	**56**	**73**	**59**	**58**	**89**
Campobello Island	--	--	--	--	--	--	--	31	(4)	58	50	52	54	75
Fundy High	20	(22)	55	77	63	61	82	16	(17)	44	29	68	61	94
Grand Manan High	28	(8)	59	75	66	65	100	15	(4)	57	75	40	45	50
Sir James Dunn Academy	11	(4)	48	50	64	59	100	--	--	--	--	--	--	--
St. Stephen High	26	(34)	56	74	61	59	85	26	(37)	57	78	59	58	78
District 10 Average	**21**	**(68)**	**55**	**74**	**62**	**60**	**87**	**20**	**(62)**	**54**	**63**	**60**	**58**	**81**

School	English 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	25	(5)	62	100	67	66	100	16	(3)	65	100	68	67	100
Carleton North Senior	27	(38)	59	79	66	64	97	28	(36)	55	75	72	67	97
Hartland High	11	(7)	55	57	61	60	86	5	(2)	37	0	55	50	50
John Caldwell	49	(29)	58	72	70	66	100	36	(26)	56	69	64	62	85
Nackawic Senior	29	(26)	53	62	64	60	96	20	(18)	49	44	65	60	100
Saint Mary's Academy	20	(3)	43	33	51	49	67	17	(2)	46	50	60	57	100
Southern Victoria	35	(30)	54	63	56	55	80	47	(48)	53	60	67	63	94
Tobique Valley High	49	(19)	58	79	73	68	100	25	(15)	57	73	70	66	100
Woodstock High	25	(40)	60	83	65	64	98	28	(47)	56	77	64	62	94
District 14 Average	**29**	**(197)**	**57**	**73**	**65**	**63**	**94**	**28**	**(197)**	**54**	**68**	**67**	**63**	**94**
Bathurst High	34	(66)	61	85	64	64	100	34	(62)	60	76	63	62	92
Dalhousie Reg. High	23	(19)	59	90	58	58	84	36	(33)	55	64	60	58	88
Sugarloaf Senior High	21	(22)	65	82	55	58	95	12	(11)	56	64	59	59	100
District 15 Average	**28**	**(107)**	**61**	**85**	**61**	**61**	**96**	**29**	**(106)**	**58**	**71**	**61**	**60**	**92**
Blackville Rural High	37	(13)	59	92	65	64	100	48	(20)	52	65	70	64	100
Bonar Law Memorial	33	(22)	65	86	61	62	91	53	(43)	59	74	61	61	86
James M. Hill Memorial	17	(28)	53	57	70	65	100	17	(30)	50	63	69	63	93
Miramichi Valley High	17	(31)	53	52	60	58	84	19	(41)	56	71	58	58	81
North and South Esk Reg.	22	(10)	49	50	73	66	100	22	(10)	62	80	76	72	100
District 16 Average	**21**	**(104)**	**56**	**65**	**65**	**62**	**93**	**26**	**(144)**	**56**	**70**	**64**	**62**	**89**
Cambridge Narrows	21	(3)	52	33	63	60	100	26	(5)	49	60	76	68	100
Chipman Jr./Sr. High	38	(20)	60	90	60	61	90	20	(8)	58	75	60	59	75
Minto Memorial High	23	(17)	58	88	66	64	100	27	(15)	49	53	62	59	93
Oromocto Senior High	23	(60)	61	90	67	65	97	18	(46)	59	78	66	64	98
District 17 Average	**25**	**(100)**	**60**	**88**	**66**	**64**	**96**	**20**	**(74)**	**56**	**72**	**65**	**63**	**95**
Doaktown Consolidated	16	(4)	60	75	52	55	75	13	(3)	45	0	67	60	100
Fredericton High	9	(35)	58	83	66	64	97	9	(44)	54	64	66	62	96
Harvey High	37	(18)	71	89	70	70	100	31	(13)	54	62	65	62	100
Leo Hayes High	11	(37)	61	84	61	61	92	6	(22)	57	73	60	59	86
McAdam High	21	(3)	61	100	72	69	100	34	(10)	56	70	71	66	100
Stanley Regional High	13	(4)	71	100	75	74	100	29	(8)	56	75	63	61	75
Upper Miramichi Regional	20	(6)	61	83	69	67	100	26	(8)	48	50	71	64	100
District 18 Average	**12**	**(107)**	**62**	**85**	**65**	**64**	**95**	**11**	**(108)**	**54**	**64**	**65**	**62**	**94**
Provincial Average	**20**	**(1249)**	**58**	**77**	**62**	**62**	**94**	**19**	**(1172)**	**56**	**71**	**63**	**61**	**92**

School	English 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	7	(14)	58	71	68	65	100	100	(1)	42	0	76	66	100
Caledonia Reg. High	33	(18)	55	83	66	63	94	23	(12)	48	50	55	53	83
Harrison Trimble High	30	(46)	61	83	58	59	91	22	(49)	57	69	61	59	90
J. M. A. Armstrong High	21	(17)	58	82	63	61	100	20	(16)	53	50	62	60	100
Moncton High	11	(29)	63	90	63	63	100	12	(37)	60	84	71	68	97
PALS (Petitcodiac)	100	(7)	65	100	71	69	100	100	(8)	62	88	67	66	100
Petitcodiac Reg. High	23	(19)	62	84	58	59	90	33	(20)	63	100	57	59	100
Riverview High	18	(47)	63	79	60	61	94	10	(25)	64	96	53	56	80
Tantramar High	16	(18)	55	61	66	63	94	12	(15)	60	80	67	65	100
District 02 Average	**18**	**(215)**	**60**	**81**	**62**	**62**	**95**	**16**	**(183)**	**59**	**78**	**62**	**61**	**93**
Belleisle Reg. High	29	(13)	55	69	59	58	92	24	(10)	48	50	58	55	80
Hampton High	25	(50)	62	80	65	64	98	26	(50)	62	88	62	62	100
Kennebecasis Valley High	11	(23)	58	78	67	64	96	7	(17)	52	59	70	65	94
PALS (Sussex)	100	(7)	64	100	58	60	100	100	(15)	63	87	72	69	100
Rothesay High	9	(12)	54	68	62	60	83	14	(21)	52	62	69	64	95
Sussex Reg. High	38	(76)	60	80	64	63	93	23	(46)	61	83	61	61	96
District 06 Average	**22**	**(181)**	**60**	**79**	**64**	**63**	**95**	**19**	**(159)**	**58**	**77**	**64**	**62**	**96**
Harbour View High	16	(37)	60	90	62	61	100	15	(31)	60	84	59	60	94
Saint John High	9	(23)	55	74	61	59	87	7	(13)	55	69	48	50	62
Simonds High	26	(71)	58	75	58	58	84	25	(61)	54	71	61	59	92
St. Malachy's High	21	(38)	60	76	58	59	90	14	(25)	58	80	61	60	92
St. Vincent's High	50	(1)	43	0	55	51	100	22	(9)	49	44	59	57	78
District 08 Average	**18**	**(170)**	**58**	**78**	**59**	**59**	**89**	**16**	**(139)**	**56**	**73**	**59**	**58**	**89**
Campobello Island	--	--	--	--	--	--	--	31	(4)	58	50	52	54	75
Fundy High	20	(22)	55	77	63	61	82	16	(17)	44	29	68	61	94
Grand Manan High	28	(8)	59	75	66	65	100	15	(4)	57	75	40	45	50
Sir James Dunn Academy	11	(4)	48	50	64	59	100	--	--	--	--	--	--	--
St. Stephen High	26	(34)	56	74	61	59	85	26	(37)	57	78	59	58	78
District 10 Average	**21**	**(68)**	**55**	**74**	**62**	**60**	**87**	**20**	**(62)**	**54**	**63**	**60**	**58**	**81**

School	English 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 2000-2001 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	25	(5)	62	100	67	66	100	16	(3)	65	100	68	67	100
Carleton North Senior	27	(38)	59	79	66	64	97	28	(36)	55	75	72	67	97
Hartland High	11	(7)	55	57	61	60	86	5	(2)	37	0	55	50	50
John Caldwell	49	(29)	58	72	70	66	100	36	(26)	56	69	64	62	85
Nackawic Senior	29	(26)	53	62	64	60	96	20	(18)	49	44	65	60	100
Saint Mary's Academy	20	(3)	43	33	51	49	67	17	(2)	46	50	60	57	100
Southern Victoria	35	(30)	54	63	56	55	80	47	(48)	53	60	67	63	94
Tobique Valley High	49	(19)	58	79	73	68	100	25	(15)	57	73	70	66	100
Woodstock High	25	(40)	60	83	65	64	98	28	(47)	56	77	64	62	94
District 14 Average	**29**	**(197)**	**57**	**73**	**65**	**63**	**94**	**28**	**(197)**	**54**	**68**	**67**	**63**	**94**
Bathurst High	34	(66)	61	85	64	64	100	34	(62)	60	76	63	62	92
Dalhousie Reg. High	23	(19)	59	90	58	58	84	36	(33)	55	64	60	58	88
Sugarloaf Senior High	21	(22)	65	82	55	58	95	12	(11)	56	64	59	59	100
District 15 Average	**28**	**(107)**	**61**	**85**	**61**	**61**	**96**	**29**	**(106)**	**58**	**71**	**61**	**60**	**92**
Blackville Rural High	37	(13)	59	92	65	64	100	48	(20)	52	65	70	64	100
Bonar Law Memorial	33	(22)	65	86	61	62	91	53	(43)	59	74	61	61	86
James M. Hill Memorial	17	(28)	53	57	70	65	100	17	(30)	50	63	69	63	93
Miramichi Valley High	17	(31)	53	52	60	58	84	19	(41)	56	71	58	58	81
North and South Esk Reg.	22	(10)	49	50	73	66	100	22	(10)	62	80	76	72	100
District 16 Average	**21**	**(104)**	**56**	**65**	**65**	**62**	**93**	**26**	**(144)**	**56**	**70**	**64**	**62**	**89**
Cambridge Narrows	21	(3)	52	33	63	60	100	26	(5)	49	60	76	68	100
Chipman Jr./Sr. High	38	(20)	60	90	60	61	90	20	(8)	58	75	60	59	75
Minto Memorial High	23	(17)	58	88	66	64	100	27	(15)	49	53	62	59	93
Oromocto Senior High	23	(60)	61	90	67	65	97	18	(46)	59	78	66	64	98
District 17 Average	**25**	**(100)**	**60**	**88**	**66**	**64**	**96**	**20**	**(74)**	**56**	**72**	**65**	**63**	**95**
Doaktown Consolidated	16	(4)	60	75	52	55	75	13	(3)	45	0	67	60	100
Fredericton High	9	(35)	58	83	66	64	97	9	(44)	54	64	66	62	96
Harvey High	37	(18)	71	89	70	70	100	31	(13)	54	62	65	62	100
Leo Hayes High	11	(37)	61	84	61	61	92	6	(22)	57	73	60	59	86
McAdam High	21	(3)	61	100	72	69	100	34	(10)	56	70	71	66	100
Stanley Regional High	13	(4)	71	100	75	74	100	29	(8)	56	75	63	61	75
Upper Miramichi Regional	20	(6)	61	83	69	67	100	26	(8)	48	50	71	64	100
District 18 Average	**12**	**(107)**	**62**	**85**	**65**	**64**	**95**	**11**	**(108)**	**54**	**64**	**65**	**62**	**94**
Provincial Average	**20**	**(1249)**	**58**	**77**	**62**	**62**	**94**	**19**	**(1172)**	**56**	**71**	**63**	**61**	**92**

French Second Language Oral Proficiency Assessment

Background

The French Second Language Oral Proficiency Assessment is designed to rate the performance of individual students on the New Brunswick Oral Proficiency Scale. (See Appendix C.) All grade 12 students enrolled in a French course, or a subject course taught in French, are eligible for this evaluation. In 2001-2002, 1758 students were evaluated.

The method used to rate pupils' speaking proficiency in French is the individual oral interview. Evaluators trained to use this procedure visit high schools each semester to conduct interviews. During each interview, which usually lasts between 15 to 30 minutes, the evaluator elicits a language sample that can then be rated according to the criteria of the New Brunswick Oral Proficiency Scale. Once results are finalized, each student receives an official Certificate of Oral Proficiency in French as a Second Language indicating the level achieved.

This assessment, which has been used in New Brunswick for over 25 years, allows the Department of Education to monitor program results and student achievement over time. It provides a means of judging student achievement according to a measure that has currency and credibility in a larger context: the New Brunswick Oral Proficiency Scale is used by provincial government departments and agencies to measure the second language proficiency of employees in both French and English; the federal government and many educational institutions around the world also use prototypes of this scale. For students, this assessment underscores the link between what is learned in school and what is valued in the world beyond the classroom.

Findings

Approximately 77% of the grade 12 students assessed in 2001-2002 were in Core French, Late Immersion, or Early Immersion. (See chart below.) Of the remaining 23%, some were in programs that were being piloted and are being phased out, some had been in more than one program (e.g. started out in Immersion, changed to Core), and some were from families where French is spoken in the home.

PERCENTAGE OF PUPILS AT 5 LEVELS OF ORAL PROFICIENCY BY PROGRAM

	Basic or Higher		Basic Plus or Higher		Intermediate* or Higher		Intermediate ** Plus or Higher		Advanced*** or Higher		*n*	*n*
Year:	'01-'02	'00-'01	'01-'02	'00-'01	'01-'02	'00-'01	'01-'02	'00-'01	'01-'02	'00-'01	'01-'02	'00-'01
Core	94%	92%	64%	58%	22%	18%	2%	2%	0%	0%	305	299
Extended Core	100%	100%	86%	76%	71%	62%	21%	11%	0%	0%	14	37
Late Immersion	100%	100%	100%	100%	95%	90%	40%	37%	7%	5%	601	618
Partial Immersion	100%	100%	100%	100%	100%	100%	78%	74%	24%	19%	50	54
Middle Immersion	100%	100%	100%	100%	99%	99%	65%	69%	16%	16%	181	179
Early Immersion	100%	100%	100%	100%	100%	100%	81%	79%	25%	27%	440	412

* Goal for Core Program
** Goal for Late Immersion Program
*** Goal for Early Immersion Program

Core Program

The goal of the Core French program is the Intermediate level on the New Brunswick Oral Proficiency Scale; the expectation is that most students in this program will reach at least a Basic Plus level, which denotes significant "survival skills" in the target language. In 2001-2002, 22% of students reached the Intermediate level and 64% reached Basic Plus or higher. There is no significant difference between the achievement of males and females in the Core French program.

Late Immersion

The goal of the Late Immersion program is the Intermediate Plus level of proficiency and the expectation is that most students will reach at least an Intermediate level. In 2001-2002, 40% of students reached the Intermediate Plus level, whereas fully 95% were at least at an Intermediate level. At this level, in addition of "survival skills" students have the facility to manage many aspects of daily life and to socialize in French. There were no significant differences in performance between males and females in this program.

Early Immersion

The goal of the Early Immersion Program is the Advanced level of proficiency and the expectation is that most students will reach at least an Intermediate Plus level. In 2001-2002, 25% of students were at the Advanced level and 81% were at least at Intermediate Plus. This level of proficiency indicates significant ability to use French in school and work-related settings, as well as in informal social situations. Again, there were no significant differences in the achievement of males and females in this program.

Comments

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale, but rather covers a range of accomplishment. The addition of a "Plus" to a level designation indicates a performance that in some respects exceeds the basic requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. The grade 12 pupils with the strongest overall speaking ability were enrolled in Early Immersion, followed, in order, by those in Partial Immersion, Middle Immersion, Late Immersion, Extended Core, and Core French.

Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student's skill in communicating effectively in French. In second language acquisition, it is axiomatic that exposure to good models and time to practise are essential components of the opportunity to learn. The results of this assessment, in great part, reflect this reality.

In reading the following chart, you can see that a total of 55 students at Tantramar High participated in this assessment. From this number, 26 students were in the Early Immersion program with 7.7% of them achieving the Intermediate level of proficiency, 57.7% Intermediate Plus, 30.8% Advanced, and 3.8% Advanced Plus.

Grade 12 FSL 2001-2002

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	(21)	0	9.5	52.4	38.1	0	0	0	0
	Early Imm	(26)	0	0	0	7.7	57.7	30.8	3.8	0
	Late Imm	(2)	0	0	0	0	50.0	50.0	0	0
	Middle Imm	(6)	0	0	0	33.3	66.7	0	0	0
	SCHOOL	(55)	0	3.6	20.0	21.8	36.4	16.4	1.8	0
Harrison Trimble High	Core	(10)	0	40.0	30.0	30.0	0	0	0	0
	Early Imm	(64)	0	0	0	29.7	48.4	18.8	1.6	1.6
	Late Imm	(10)	0	0	0	30.0	50.0	20.0	0	0
	SCHOOL	(84)	0	4.8	3.6	29.8	42.9	16.7	1.2	1.2
Moncton High	Core	(14)	7.1	28.6	28.6	35.7	0	0	0	0
	Early Imm	(70)	0	0	0	34.3	55.7	8.6	1.4	0
	Late Imm	(12)	0	8.3	25.0	66.7	0	0	0	0
	Middle Imm	(2)	0	0	0	50.0	50.0	0	0	0
	SCHOOL	(98)	1.0	5.1	7.1	38.8	40.8	6.1	1.0	0
Riverview High	Early Imm	(43)	0	0	0	16.3	65.1	18.6	0	0
	Late Imm	(14)	0	0	7.1	50.0	35.7	7.1	0	0
	SCHOOL	(57)	0	0	1.8	24.6	57.9	15.8	0	0
Petitcodiac Reg. High	Core	(1)	0	0	100.0	0	0	0	0	0
	Middle Imm	(23)	0	0	0	60.9	34.8	4.3	0	0
	SCHOOL	(24)	0	0	4.2	58.3	33.3	4.2	0	0

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong High	Early Imm	(2)	0	0	0	50.0	50.0	0	0	0
	Late Imm	(2)	0	0	0	100.0	0	0	0	0
	Middle Imm	(30)	0	0	0	33.3	56.7	10.0	0	0
	SCHOOL	(34)	0	0	0	38.2	52.9	8.8	0	0
Caledonia Regional High	Late Imm	(12)	0	0	0	66.7	25.0	8.3	0	0
	SCHOOL	(12)	0	0	0	66.7	25.0	8.3	0	0
District 02		**(364)**	**.3**	**3.0**	**6.3**	**34.1**	**43.4**	**11.8**	**.8**	**.3**
Sussex High	Core	(12)	0	41.7	33.3	25.0	0	0	0	0
	Early Imm	(21)	0	0	0	4.8	81.0	14.3	0	0
	Late Imm	(50)	0	0	0	66.0	34.0	0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(84)	0	6.0	4.8	44.0	41.7	3.6	0	0
Rothesay High	Core	(1)	0	0	100.0	0	0	0	0	0
	Early Imm	(20)	0	0	0	10.0	65.0	25.0	0	0
	Late Imm	(35)	0	0	2.9	51.4	45.7	0	0	0
	SCHOOL	(56)	0	0	3.6	35.7	51.8	8.9	0	0
Kennebecasis Valley High	Core	(20)	0	5.0	60.0	30.0	5.0	0	0	0
	Early Imm	(28)	0	0	0	7.1	32.1	50.0	10.7	0
	Late Imm	(49)	0	0	4.1	61.2	28.6	6.1	0	0
	SCHOOL	(97)	0	1.0	14.4	39.2	24.7	17.5	3.1	0
Belleisle Regional High	Core	(2)	0	50.0	50.0	0	0	0	0	0
	Late Imm	(19)	0	0	0	73.7	26.3	0	0	0
	SCHOOL	(21)	0	4.8	4.8	66.7	23.8	0	0	0
Hampton High	Core	(4)	0	50.0	25.0	25.0	0	0	0	0
	Early Imm	(15)	0	0	0	0	80.0	20.0	0	0
	Late Imm	(39)	0	0	2.6	82.1	15.4	0	0	0
	SCHOOL	(58)	0	3.4	3.4	56.9	31.0	5.2	0	0
District 06		**(316)**	**0**	**2.8**	**7.3**	**44.9**	**35.1**	**8.9**	**.9**	**0**

In reading the following chart, you can see that a total of 55 students at Tantramar High participated in this assessment. From this number, 26 students were in the Early Immersion program with 7.7% of them achieving the Intermediate level of proficiency, 57.7% Intermediate Plus, 30.8% Advanced, and 3.8% Advanced Plus.

Grade 12 FSL 2001-2002

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	(21)	0	9.5	52.4	38.1	0	0	0	0
	Early Imm	(26)	0	0	0	7.7	57.7	30.8	3.8	0
	Late Imm	(2)	0	0	0	0	50.0	50.0	0	0
	Middle Imm	(6)	0	0	0	33.3	66.7	0	0	0
	SCHOOL	(55)	0	3.6	20.0	21.8	36.4	16.4	1.8	0
Harrison Trimble High	Core	(10)	0	40.0	30.0	30.0	0	0	0	0
	Early Imm	(64)	0	0	0	29.7	48.4	18.8	1.6	1.6
	Late Imm	(10)	0	0	0	30.0	50.0	20.0	0	0
	SCHOOL	(84)	0	4.8	3.6	29.8	42.9	16.7	1.2	1.2
Moncton High	Core	(14)	7.1	28.6	28.6	35.7	0	0	0	0
	Early Imm	(70)	0	0	0	34.3	55.7	8.6	1.4	0
	Late Imm	(12)	0	8.3	25.0	66.7	0	0	0	0
	Middle Imm	(2)	0	0	0	50.0	50.0	0	0	0
	SCHOOL	(98)	1.0	5.1	7.1	38.8	40.8	6.1	1.0	0
Riverview High	Early Imm	(43)	0	0	0	16.3	65.1	18.6	0	0
	Late Imm	(14)	0	0	7.1	50.0	35.7	7.1	0	0
	SCHOOL	(57)	0	0	1.8	24.6	57.9	15.8	0	0
Petitcodiac Reg. High	Core	(1)	0	0	100.0	0	0	0	0	0
	Middle Imm	(23)	0	0	0	60.9	34.8	4.3	0	0
	SCHOOL	(24)	0	0	4.2	58.3	33.3	4.2	0	0

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong High	Early Imm	(2)	0	0	0	50.0	50.0	0	0	0
	Late Imm	(2)	0	0	0	100.0	0	0	0	0
	Middle Imm	(30)	0	0	0	33.3	56.7	10.0	0	0
	SCHOOL	(34)	0	0	0	38.2	52.9	8.8	0	0
Caledonia Regional High	Late Imm	(12)	0	0	0	66.7	25.0	8.3	0	0
	SCHOOL	(12)	0	0	0	66.7	25.0	8.3	0	0
District 02		**(364)**	**.3**	**3.0**	**6.3**	**34.1**	**43.4**	**11.8**	**.8**	**.3**
Sussex High	Core	(12)	0	41.7	33.3	25.0	0	0	0	0
	Early Imm	(21)	0	0	0	4.8	81.0	14.3	0	0
	Late Imm	(50)	0	0	0	66.0	34.0	0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(84)	0	6.0	4.8	44.0	41.7	3.6	0	0
Rothesay High	Core	(1)	0	0	100.0	0	0	0	0	0
	Early Imm	(20)	0	0	0	10.0	65.0	25.0	0	0
	Late Imm	(35)	0	0	2.9	51.4	45.7	0	0	0
	SCHOOL	(56)	0	0	3.6	35.7	51.8	8.9	0	0
Kennebecasis Valley High	Core	(20)	0	5.0	60.0	30.0	5.0	0	0	0
	Early Imm	(28)	0	0	0	7.1	32.1	50.0	10.7	0
	Late Imm	(49)	0	0	4.1	61.2	28.6	6.1	0	0
	SCHOOL	(97)	0	1.0	14.4	39.2	24.7	17.5	3.1	0
Belleisle Regional High	Core	(2)	0	50.0	50.0	0	0	0	0	0
	Late Imm	(19)	0	0	0	73.7	26.3	0	0	0
	SCHOOL	(21)	0	4.8	4.8	66.7	23.8	0	0	0
Hampton High	Core	(4)	0	50.0	25.0	25.0	0	0	0	0
	Early Imm	(15)	0	0	0	0	80.0	20.0	0	0
	Late Imm	(39)	0	0	2.6	82.1	15.4	0	0	0
	SCHOOL	(58)	0	3.4	3.4	56.9	31.0	5.2	0	0
District 06		**(316)**	**0**	**2.8**	**7.3**	**44.9**	**35.1**	**8.9**	**.9**	**0**

Grade 12 FSL 2001-2002

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	(16)	6.3	25.0	25.0	37.5	6.3	0	0	0
	Early Imm	(34)	0	0	0	14.7	52.9	26.5	5.9	0
	Late Imm	(34)	0	0	0	50.0	35.3	14.7	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(85)	1.2	4.7	4.7	32.9	37.6	16.5	2.4	0
Simonds High	Core	(27)	11.1	48.1	40.7	0	0	0	0	0
	Early Imm	(1)	0	0	0	100.0	0	0	0	0
	Late Imm	(20)	0	0	0	45.0	50.0	5.0	0	0
	SCHOOL	(48)	6.3	27.1	22.9	20.8	20.8	2.1	0	0
St. Malachy's High	Core	(5)	20.0	0	40.0	40.0	0	0	0	0
	Early Imm	(11)	0	0	0	27.3	54.5	18.2	0	0
	Late Imm	(44)	0	0	2.3	47.7	40.9	9.1	0	0
	SCHOOL	(60)	1.7	0	5.0	43.3	40.0	10.0	0	0
Harbour View High	Core	(8)	0	50.0	25.0	25.0	0	0	0	0
	Late Imm	(27)	0	0	7.4	70.4	14.8	7.4	0	0
	SCHOOL	(35)	0	11.4	11.4	60.0	11.4	5.7	0	0
District 08		**(228)**	**2.2**	**9.2**	**9.6**	**37.3**	**30.7**	**10.1**	**.9**	**0**
Fundy High	Late	(26)	0	0	19.2	50.0	30.8	0	0	0
	SCHOOL	(26)	0	0	19.2	50.0	30.8	0	0	0
Sir James Dunn Academy	Core	(5)	20.0	20.0	20.0	40.0	0	0	0	0
	SCHOOL	(5)	20.0	20.0	20.0	40.0	0	0	0	0
St. Stephen High	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(25)	0	0	0	60.0	20.0	20.0	0	0
	SCHOOL	(26)	0	0	0	57.7	23.1	19.2	0	0
District 10		**(57)**	**1.8**	**1.8**	**10.5**	**52.6**	**24.6**	**8.8**	**0**	**0**

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Nackawic Senior High	Late Imm	(11)	0	0	9.1	54.5	36.4	0	0	0
	SCHOOL	(11)	0	0	9.1	54.5	36.4	0	0	0
Hartland High	Core	(2)	0	50.0	0	50.0	0	0	0	0
	Extended Core	(5)	0	40.0	20.0	40.0	0	0	0	0
	SCHOOL	(7)	0	42.9	14.3	42.9	0	0	0	0
Woodstock High	Core	(5)	60.0	20.0	20.0	0	0	0	0	0
	Late Imm	(15)	0	0	20.0	73.3	0	6.7	0	0
	SCHOOL	(20)	15.0	5.0	20.0	55.0	0	5.0	0	0
Carleton North Senior High	Core	(5)	0	20.0	60.0	20.0	0	0	0	0
	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(15)	0	0	0	46.7	40.0	13.3	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(22)	0	4.5	13.6	36.4	31.8	13.6	0	0
Southern Victoria High	Extended Core	(9)	0	0	11.1	55.6	33.3	0	0	0
	SCHOOL	(9)	0	0	11.1	55.6	33.3	0	0	0
Tobique Valley High	Core	(26)	0	34.6	46.2	19.2	0	0	0	0
	SCHOOL	(26)	0	34.6	46.2	19.2	0	0	0	0
John Caldwell School	Early Imm	(15)	0	0	0	6.7	46.7	26.7	20.0	0
	SCHOOL	(15)	0	0	0	6.7	46.7	26.7	20.0	0
District 14		**(110)**	**2.7**	**12.7**	**20.0**	**35.5**	**19.1**	**7.3**	**2.7**	**0**
Dalhousie Reg. High	Core	(2)	0	0	50.0	50.0	0	0	0	0
	Early Imm	(10)	0	0	0	20.0	40.0	40.0	0	0
	Late Imm	(3)	0	0	0	66.7	33.3	0	0	0
	Middle Imm	(1)	0	0	0	0	0	100.0	0	0
	SCHOOL	(16)	0	0	6.3	31.3	31.3	31.3	0	0
Sugarloaf Senior High	Early Imm	(15)	0	0	0	0	60.0	40.0	0	0
	SCHOOL	(15)	0	0	0	0	60.0	40.0	0	0
Bathurst High	Core	(2)	0	0	50.0	50.0	0	0	0	0
	Early Imm	(3)	0	0	0	33.3	66.7	0	0	0
	Late Imm	(17)	0	0	0	35.3	58.8	5.9	0	0
	Partial Imm	(50)	0	0	0	22.0	54.0	24.0	0	0
	SCHOOL	(72)	0	0	1.4	26.4	54.2	18.1	0	0
District 15		**(103)**	**0**	**0**	**1.9**	**23.3**	**51.5**	**23.3**	**0**	**0**

Grade 12 FSL 2001-2002

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	(16)	6.3	25.0	25.0	37.5	6.3	0	0	0
	Early Imm	(34)	0	0	0	14.7	52.9	26.5	5.9	0
	Late Imm	(34)	0	0	0	50.0	35.3	14.7	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(85)	1.2	4.7	4.7	32.9	37.6	16.5	2.4	0
Simonds High	Core	(27)	11.1	48.1	40.7	0	0	0	0	0
	Early Imm	(1)	0	0	0	100.0	0	0	0	0
	Late Imm	(20)	0	0	0	45.0	50.0	5.0	0	0
	SCHOOL	(48)	6.3	27.1	22.9	20.8	20.8	2.1	0	0
St. Malachy's High	Core	(5)	20.0	0	40.0	40.0	0	0	0	0
	Early Imm	(11)	0	0	0	27.3	54.5	18.2	0	0
	Late Imm	(44)	0	0	2.3	47.7	40.9	9.1	0	0
	SCHOOL	(60)	1.7	0	5.0	43.3	40.0	10.0	0	0
Harbour View High	Core	(8)	0	50.0	25.0	25.0	0	0	0	0
	Late Imm	(27)	0	0	7.4	70.4	14.8	7.4	0	0
	SCHOOL	(35)	0	11.4	11.4	60.0	11.4	5.7	0	0
District 08		**(228)**	**2.2**	**9.2**	**9.6**	**37.3**	**30.7**	**10.1**	**.9**	**0**
Fundy High	Late	(26)	0	0	19.2	50.0	30.8	0	0	0
	SCHOOL	(26)	0	0	19.2	50.0	30.8	0	0	0
Sir James Dunn Academy	Core	(5)	20.0	20.0	20.0	40.0	0	0	0	0
	SCHOOL	(5)	20.0	20.0	20.0	40.0	0	0	0	0
St. Stephen High	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(25)	0	0	0	60.0	20.0	20.0	0	0
	SCHOOL	(26)	0	0	0	57.7	23.1	19.2	0	0
District 10		**(57)**	**1.8**	**1.8**	**10.5**	**52.6**	**24.6**	**8.8**	**0**	**0**

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Nackawic Senior High	Late Imm	(11)	0	0	9.1	54.5	36.4	0	0	0
	SCHOOL	(11)	0	0	9.1	54.5	36.4	0	0	0
Hartland High	Core	(2)	0	50.0	0	50.0	0	0	0	0
	Extended Core	(5)	0	40.0	20.0	40.0	0	0	0	0
	SCHOOL	(7)	0	42.9	14.3	42.9	0	0	0	0
Woodstock High	Core	(5)	60.0	20.0	20.0	0	0	0	0	0
	Late Imm	(15)	0	0	20.0	73.3	0	6.7	0	0
	SCHOOL	(20)	15.0	5.0	20.0	55.0	0	5.0	0	0
Carleton North Senior High	Core	(5)	0	20.0	60.0	20.0	0	0	0	0
	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(15)	0	0	0	46.7	40.0	13.3	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(22)	0	4.5	13.6	36.4	31.8	13.6	0	0
Southern Victoria High	Extended Core	(9)	0	0	11.1	55.6	33.3	0	0	0
	SCHOOL	(9)	0	0	11.1	55.6	33.3	0	0	0
Tobique Valley High	Core	(26)	0	34.6	46.2	19.2	0	0	0	0
	SCHOOL	(26)	0	34.6	46.2	19.2	0	0	0	0
John Caldwell School	Early Imm	(15)	0	0	0	6.7	46.7	26.7	20.0	0
	SCHOOL	(15)	0	0	0	6.7	46.7	26.7	20.0	0
District 14		**(110)**	**2.7**	**12.7**	**20.0**	**35.5**	**19.1**	**7.3**	**2.7**	**0**
Dalhousie Reg. High	Core	(2)	0	0	50.0	50.0	0	0	0	0
	Early Imm	(10)	0	0	0	20.0	40.0	40.0	0	0
	Late Imm	(3)	0	0	0	66.7	33.3	0	0	0
	Middle Imm	(1)	0	0	0	0	0	100.0	0	0
	SCHOOL	(16)	0	0	6.3	31.3	31.3	31.3	0	0
Sugarloaf Senior High	Early Imm	(15)	0	0	0	0	60.0	40.0	0	0
	SCHOOL	(15)	0	0	0	0	60.0	40.0	0	0
Bathurst High	Core	(2)	0	0	50.0	50.0	0	0	0	0
	Early Imm	(3)	0	0	0	33.3	66.7	0	0	0
	Late Imm	(17)	0	0	0	35.3	58.8	5.9	0	0
	Partial Imm	(50)	0	0	0	22.0	54.0	24.0	0	0
	SCHOOL	(72)	0	0	1.4	26.4	54.2	18.1	0	0
District 15		**(103)**	**0**	**0**	**1.9**	**23.3**	**51.5**	**23.3**	**0**	**0**

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Miramichi Valley High	Core	(14)	0	50.0	35.7	14.3	0	0	0	0
	Early Imm	(45)	0	0	0	20.0	53.3	26.7	0	0
	Late Imm	(14)	0	0	35.7	28.6	14.3	14.3	7.1	0
	SCHOOL	(73)	0	9.6	13.7	20.5	35.6	19.2	1.4	0
North & South Esk Reg.	Core	(8)	0	50.0	50.0	0	0	0	0	0
	SCHOOL	(8)	0	50.0	50.0	0	0	0	0	0
Blackville School	Core	(8)	0	37.5	62.5	0	0	0	0	0
	SCHOOL	(8)	0	37.5	62.5	0	0	0	0	0
James M. Hill Memorial	Core	(3)	0	33.3	0	66.7	0	0	0	0
	Late Imm	(14)	0	0	7.1	57.1	21.4	14.3	0	0
	SCHOOL	(17)	0	5.9	5.9	58.8	17.6	11.8	0	0
Bonar Law Memorial	Core	(2)	0	100.0	0	0	0	0	0	0
	Late Imm	(20)	0	0	0	45.0	50.0	5.0	0	0
	SCHOOL	(22)	0	9.1	0	40.9	45.5	4.5	0	0
District 16		**(128)**	**0**	**13.3**	**15.6**	**26.6**	**30.5**	**13.3**	**.8**	**0**
Minto Memorial High	Early Imm	(6)	0	0	0	33.3	66.7	0	0	0
	SCHOOL	(6)	0	0	0	33.3	66.7	0	0	0
Cambridge Narrows School	Core	(3)	0	0	66.7	33.3	0	0	0	0
	SCHOOL	(3)	0	0	66.7	33.3	0	0	0	0
Chipman Forest Ave.	Core	(7)	0	57.1	42.9	0	0	0	0	0
	SCHOOL	(7)	0	57.1	42.9	0	0	0	0	0
Oromocto High	Core	(11)	0	27.3	63.6	9.1	0	0	0	0
	Early Imm	(3)	0	0	0	0	66.7	33.3	0	0
	Late Imm	(33)	0	3.0	0	42.4	51.5	3.0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(48)	0	8.3	14.6	31.3	41.7	4.2	0	0
District 17		**(64)**	**0**	**12.5**	**18.8**	**28.1**	**37.5**	**3.1**	**0**	**0**

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Doaktown Consolidated	Core	(2)	0	0	50.0	50.0	0	0	0	0
	SCHOOL	(2)	0	0	50.0	50.0	0	0	0	0
Upper Miramichi Regional	Core	(15)	0	26.7	46.7	13.3	6.7	6.7	0	0
	SCHOOL	(15)	0	26.7	46.7	13.3	6.7	6.7	0	0
Stanley Regional High	Core	(3)	33.3	0	33.3	33.3	0	0	0	0
	Late Imm	(1)	0	0	0	0	100.0	0	0	0
	Middle Imm	(12)	0	0	8.3	16.7	58.3	16.7	0	0
	SCHOOL	(16)	6.3	0	12.5	18.8	50.0	12.5	0	0
Fredericton High	Core	(13)	15.4	30.8	30.8	23.1	0	0	0	0
	Early Imm	(2)	0	0	0	0	100.0	0	0	0
	Late Imm	(18)	0	0	0	38.9	44.4	11.1	5.6	0
	Middle Imm	(49)	0	0	0	28.6	49.0	22.4	0	0
	SCHOOL	(82)	2.4	4.9	4.9	29.3	41.5	15.9	1.2	0
Leo Hayes High	Core	(19)	21.1	36.8	42.1	0	0	0	0	0
	Early Imm	(4)	0	0	0	0	100.0	0	0	0
	Late Imm	(20)	0	0	10.0	35.0	50.0	5.0	0	0
	Middle Imm	(54)	0	0	0	37.0	44.4	13.0	5.6	0
	SCHOOL	(97)	4.1	7.2	10.3	27.8	39.2	8.2	3.1	0
McAdam High	Core	(3)	33.3	33.3	0	33.3	0	0	0	0
	SCHOOL	(3)	33.3	33.3	0	33.3	0	0	0	0
Harvey High	Core	(6)	0	0	66.7	16.7	16.7	0	0	0
	SCHOOL	(6)	0	0	66.7	16.7	16.7	0	0	0
District 18		**(221)**	**3.6**	**7.2**	**12.7**	**26.7**	**37.1**	**10.9**	**1.8**	**0**
Province		**(1591)**	**1.1**	**6.1**	**9.9**	**34.9**	**36.0**	**10.9**	**1.0**	**.1**

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Miramichi Valley High	Core	(14)	0	50.0	35.7	14.3	0	0	0	0
	Early Imm	(45)	0	0	0	20.0	53.3	26.7	0	0
	Late Imm	(14)	0	0	35.7	28.6	14.3	14.3	7.1	0
	SCHOOL	(73)	0	9.6	13.7	20.5	35.6	19.2	1.4	0
North & South Esk Reg.	Core	(8)	0	50.0	50.0	0	0	0	0	0
	SCHOOL	(8)	0	50.0	50.0	0	0	0	0	0
Blackville School	Core	(8)	0	37.5	62.5	0	0	0	0	0
	SCHOOL	(8)	0	37.5	62.5	0	0	0	0	0
James M. Hill Memorial	Core	(3)	0	33.3	0	66.7	0	0	0	0
	Late Imm	(14)	0	0	7.1	57.1	21.4	14.3	0	0
	SCHOOL	(17)	0	5.9	5.9	58.8	17.6	11.8	0	0
Bonar Law Memorial	Core	(2)	0	100.0	0	0	0	0	0	0
	Late Imm	(20)	0	0	0	45.0	50.0	5.0	0	0
	SCHOOL	(22)	0	9.1	0	40.9	45.5	4.5	0	0
District 16		**(128)**	**0**	**13.3**	**15.6**	**26.6**	**30.5**	**13.3**	**.8**	**0**
Minto Memorial High	Early Imm	(6)	0	0	0	33.3	66.7	0	0	0
	SCHOOL	(6)	0	0	0	33.3	66.7	0	0	0
Cambridge Narrows School	Core	(3)	0	0	66.7	33.3	0	0	0	0
	SCHOOL	(3)	0	0	66.7	33.3	0	0	0	0
Chipman Forest Ave.	Core	(7)	0	57.1	42.9	0	0	0	0	0
	SCHOOL	(7)	0	57.1	42.9	0	0	0	0	0
Oromocto High	Core	(11)	0	27.3	63.6	9.1	0	0	0	0
	Early Imm	(3)	0	0	0	0	66.7	33.3	0	0
	Late Imm	(33)	0	3.0	0	42.4	51.5	3.0	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(48)	0	8.3	14.6	31.3	41.7	4.2	0	0
District 17		**(64)**	**0**	**12.5**	**18.8**	**28.1**	**37.5**	**3.1**	**0**	**0**

Grade 12 FSL 2001-2002

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Doaktown Consolidated	Core	(2)	0	0	50.0	50.0	0	0	0	0
	SCHOOL	(2)	0	0	50.0	50.0	0	0	0	0
Upper Miramichi Regional	Core	(15)	0	26.7	46.7	13.3	6.7	6.7	0	0
	SCHOOL	(15)	0	26.7	46.7	13.3	6.7	6.7	0	0
Stanley Regional High	Core	(3)	33.3	0	33.3	33.3	0	0	0	0
	Late Imm	(1)	0	0	0	0	100.0	0	0	0
	Middle Imm	(12)	0	0	8.3	16.7	58.3	16.7	0	0
	SCHOOL	(16)	6.3	0	12.5	18.8	50.0	12.5	0	0
Fredericton High	Core	(13)	15.4	30.8	30.8	23.1	0	0	0	0
	Early Imm	(2)	0	0	0	0	100.0	0	0	0
	Late Imm	(18)	0	0	0	38.9	44.4	11.1	5.6	0
	Middle Imm	(49)	0	0	0	28.6	49.0	22.4	0	0
	SCHOOL	(82)	2.4	4.9	4.9	29.3	41.5	15.9	1.2	0
Leo Hayes High	Core	(19)	21.1	36.8	42.1	0	0	0	0	0
	Early Imm	(4)	0	0	0	0	100.0	0	0	0
	Late Imm	(20)	0	0	10.0	35.0	50.0	5.0	0	0
	Middle Imm	(54)	0	0	0	37.0	44.4	13.0	5.6	0
	SCHOOL	(97)	4.1	7.2	10.3	27.8	39.2	8.2	3.1	0
McAdam High	Core	(3)	33.3	33.3	0	33.3	0	0	0	0
	SCHOOL	(3)	33.3	33.3	0	33.3	0	0	0	0
Harvey High	Core	(6)	0	0	66.7	16.7	16.7	0	0	0
	SCHOOL	(6)	0	0	66.7	16.7	16.7	0	0	0
District 18		**(221)**	**3.6**	**7.2**	**12.7**	**26.7**	**37.1**	**10.9**	**1.8**	**0**
Province		**(1591)**	**1.1**	**6.1**	**9.9**	**34.9**	**36.0**	**10.9**	**1.0**	**.1**

Percentage of Grade 12 Core Students Achieving
the Program Goal of **Intermediate** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'01-02	**'00-'01**	**'01-02**	**'00-'01**
02	Moncton	46	43	35%	21%
06	Rothesay	39	19	28%	11%
08	Saint John	56	49	20%	4%
10	St. Stephen	5	10	40%	20%
14	Woodstock	38	33	18%	6%
15	Dalhousie	4	11	50%	55%
16	Miramichi	35	57	11%	18%
17	Oromocto	21	14	10%	14%
18	Fredericton	61	63	20%	30%
		305 (Provincial Total)	299	22% (Provincial Average)	18%

Percentage of Late Immersion Students Achieving
the Program Goal of **Intermediate Plus** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'01-02	**'00-'01**	**'01-02**	**'00-'01**
02	Moncton	52	88	37%	34%
06	Rothesay	192	150	32%	39%
08	Saint John	125	127	45%	40%
10	St. Stephen	51	44	35%	34%
14	Woodstock	41	30	32%	27%
15	Dalhousie	20	31	60%	23%
16	Miramichi	48	54	44%	44%
17	Oromocto	33	52	55%	31%
18	Fredericton	39	42	59%	41%
		601 (Provincial Total)	618	40% (Provincial Average)	37%

Percentage of Early Immersion Students Achieving
the Program Goal of **Advanced** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'01-02	**'00-'01**	**'01-'02**	**'00-'01**
02	Moncton	205	199	19%	21%
06	Rothesay	84	74	33%	34%
08	Saint John	46	33	28%	24%
10	St. Stephen	1	1	0%	100%
14	Woodstock	16	11	50%	82%
15	Dalhousie	28	35	36%	49%
16	Miramichi	45	29	27%	17%
17	Oromocto	9	17	11%	6%
18	Fredericton	6	13	0%	23%
		440 (Provincial Total)	412	25% (Provincial Average)	27%

MIDDLE LEVEL RESULTS

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

and

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Middle Level English Language Proficiency Assessment

Background

In the fall of their 8th grade year, all students write a language arts assessment to measure proficiency in the English language. The assessment, designed in New Brunswick, includes four components, two to assess reading and two writing. To succeed on the assessment, students need to achieve an acceptable rating on three of the four components.

The assessment is intended to identify for parents, schools and districts students who might benefit from intervention. The administration of the assessment is timed so that strategies can be developed by parents and teachers for each student requiring extra help. The number of students exempted remains low, at 3% in 2001-2002. Many of New Brunswick's special needs students are included in this assessment.

Success on this assessment, or its equivalent, is now necessary to meet the literacy requirement needed to gain a New Brunswick graduation diploma from the anglophone program.

Findings

- In October 2001, 6294 students wrote the Middle Level English Language Proficiency Assessment. Sixty-three percent of the students were enrolled in the regular program and 37% in French Immersion.

- Seventy-one percent of those who wrote were successful on the assessment, which is down from 76% the previous year.

- In reading, students were less successful in 2001-2002 than in 2000-2001 on the selected response questions, with 70% achieving acceptable or better compared to 75% last year. Success on the constructed response reading component also declined, with 69% of students at acceptable or better in 2001-2002 compared to 76% previously.

- Success rates on the demand writing component declined with 81% of students performing at acceptable or better in 2001-2002 compared to 85% in 2000-2001. Results rose somewhat in process writing, to 85% in 2001-2002 from 80% in 2000-2001.

- Females were again more successful than males, with 77% of the girls and 66% of the boys successful overall.

- Students in the Early and Intermediate French Immersion programs were considerably more successful than students in the regular program, with a success rate of 88% compared to 62%. While males in French Immersion programs fell five points behind females (85% to 90% successful), males in the English program were considerably less successful than females, at 57% and 68% respectively.

- As a group, students in Immersion programs did best, with a success rate of 88% this year.

Follow-up

- Schools are using results from the Middle Level Assessment as an indicator of achievement in their School Improvement Plans.

- Classroom teachers are using both the training and materials from the marking sessions with students and their colleagues.

- In order to address literacy issues, students, parents, and teachers are focussing on enhancing skills of students who are unsuccessful, as demonstrated by the assessment results.

- Teachers, schools and districts are pursuing strategies to address the gaps between achievement levels for males and females, and for French Immersion and regular program students.

- The English Language Proficiency Assessment or its equivalent is a requirement for receiving the New Brunswick high school diploma from the English program, thus ensuring emphasis on students' literacy skills. Seventy-one percent of high school students who wrote the English Language Proficiency Reassessment in 2001-2002 earned a successful rating, while the number of potential graduates not succeeding in their efforts to acquire the literacy credential was negligible.

Middle Level English Language Proficiency Assessment 2001-2002

In reading the following chart, you can see that 51 students at Bessborough School participated in the Middle Level English Language Proficiency Assessment in the fall of 2001. Eighty-six percent of these students performed at acceptable or better levels on Reading I, and 80% were at that level on Reading II. For writing, 75% of the students were at acceptable or better for the Demand task, and the figure was 86% for Process Writing. Overall, 82% of the students achieved a successful rating.

		% ACCEPTABLE OR ABOVE				
SCHOOL	NO. OF STUDENTS	READING I	READING II	DEMAND	PROCESS	% SUCCESSFUL
DORCHESTER	6	83	83	100	100	83
MARSHVIEW MIDDLE	96	72	74	85	82	74
PORT ELGIN REG	35	69	57	83	89	71
BEAVERBROOK	41	46	59	63	100	59
BESSBOROUGH	51	86	80	75	86	82
BIRCHMOUNT	70	77	74	86	89	77
HILLCREST	46	67	70	76	85	67
MAGNETIC HILL	46	67	65	76	76	63
QUEEN ELIZABETH	59	78	78	78	86	73
RIVERVIEW MIDDLE	234	86	81	87	85	85
SHEDIAC CAPE	27	41	52	67	78	44
SUNNY BRAE MIDDLE	75	64	57	76	80	56
LEWISVILLE MIDDLE	85	84	82	92	98	88
EDITH CAVELL	27	52	48	59	70	37
LOU MACNARIN	47	64	66	87	92	70
EVERGREEN PARK	79	87	84	92	94	91
HAVELOCK	8	38	25	100	88	38
PETITCODIAC REG	65	54	66	85	97	63
J M A ARMSTRONG	77	69	58	82	82	65
CALEDONIA	59	70	68	76	68	68
RIVERSIDE CONS	4	75	75	75	100	75
DISTRICT 02	**1237**	**73**	**71**	**82**	**86**	**73**
SUSSEX MIDDLE	206	58	60	68	72	58
HAMPTON MIDDLE	134	63	56	74	68	58
MACDONALD CONS	40	58	60	75	68	58
HARRY MILLER MID	98	85	81	93	89	86
ROTHESAY PARK	101	81	83	93	95	87
BELLEISLE REG	40	70	73	78	90	78
QUISPAMSIS MIDDLE	182	79	82	83	90	82
DISTRICT 06	**801**	**70**	**71**	**79**	**81**	**71**
BARNHILL MEM	83	82	66	74	88	75
BEACONSFIELD	72	72	78	82	92	79
FOREST HILLS MID	79	60	63	75	62	54
HAZEN WHITE/ST FRA	15	53	40	93	100	67
LORNE	60	63	75	92	78	73
PRINCE CHARLES	15	47	60	80	93	60
PRINCESS ELIZABETH	97	69	67	67	74	66
SIMONDS	74	49	58	65	70	51
ST MARTINS	28	71	64	79	82	68

Middle Level English Language Proficiency Assessment 2001-2002

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
ST ROSE	90	79	73	89	87	83
WOODLAWN CENTRE	5	40	40	40	100	40
MILLIDGEVILLE	39	74	85	97	92	90
BAYSIDE	193	77	73	92	93	81
ST JOHN THE BAPT	18	61	61	78	94	61
RIVER VALLEY MID	146	71	66	84	84	69
FUNDY SHORES	9	78	78	89	100	89
DISTRICT 08	**1023**	**70**	**69**	**82**	**84**	**72**
DEER ISLAND	8	100	100	88	88	100
FUNDY	78	49	59	73	80	59
GRAND MANAN	37	67	64	76	78	65
CAMPOBELLO	12	58	50	58	50	50
SIR JAMES DUNN	41	78	76	85	73	73
ST STEPHEN MIDDLE	154	60	66	77	77	63
DISTRICT 10	**330**	**61**	**65**	**77**	**77**	**64**
CANTERBURY	21	81	62	71	100	71
KESWICK VALLEY	28	68	54	86	75	64
NACKAWIC MIDDLE	67	63	58	75	87	64
WOODSTOCK MIDDLE	156	77	67	81	89	74
HARTLAND	60	67	60	87	93	72
BATH MIDDLE	27	70	63	78	74	67
CENTREVILLE	45	73	73	93	98	82
FLORENCEVILLE MIDD	71	63	56	68	69	58
PERTH-ANDOVER	84	57	56	74	89	61
TOBIQUE VALLEY	48	50	40	69	83	48
JOHN CALDWELL	60	37	37	65	83	43
SAINT MARY'S ACAD	8	25	50	75	38	25
DISTRICT 14	**675**	**64**	**58**	**77**	**85**	**64**
JACQUET RIVER	33	58	52	76	73	52
DALHOUSIE MIDDLE	50	86	84	82	96	84
CAMPBELLTON MIDDLE	84	48	57	67	63	54
SUPERIOR MIDDLE	165	71	69	87	95	75
BELLEDUNE	2	50	0	100	100	50
DISTRICT 15	**334**	**66**	**66**	**80**	**85**	**69**
TABUSINTAC	7	86	57	86	100	86
HARKINS MIDDLE	156	70	72	81	82	71
NORTH & SOUTH ESK	62	84	76	97	87	82
MILLERTON	18	78	89	67	83	83
BLACKVILLE	50	82	76	82	98	84
MIRAMICHI RURAL	12	75	58	83	100	75
NELSON RURAL	34	68	74	68	97	71
DR LOSIER MIDDLE	106	76	75	88	86	77
LEARNING CENTER	5	0	40	20	60	0
ELEANOR W GRAHAM	66	59	58	73	88	61
DISTRICT 16	**516**	**72**	**72**	**82**	**87**	**73**

Middle Level English Language Proficiency Assessment 2001-2002

In reading the following chart, you can see that 51 students at Bessborough School participated in the Middle Level English Language Proficiency Assessment in the fall of 2001. Eighty-six percent of these students performed at acceptable or better levels on Reading I, and 80% were at that level on Reading II. For writing, 75% of the students were at acceptable or better for the Demand task, and the figure was 86% for Process Writing. Overall, 82% of the students achieved a successful rating.

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HILLCREST	46	67	70	76	85	67
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QUEEN ELIZABETH	59	78	78	78	86	73
RIVERVIEW MIDDLE	234	86	81	87	85	85
SHEDIAC CAPE	27	41	52	67	78	44
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EDITH CAVELL	27	52	48	59	70	37
LOU MACNARIN	47	64	66	87	92	70
EVERGREEN PARK	79	87	84	92	94	91
HAVELOCK	8	38	25	100	88	38
PETITCODIAC REG	65	54	66	85	97	63
J M A ARMSTRONG	77	69	58	82	82	65
CALEDONIA	59	70	68	76	68	68
RIVERSIDE CONS	4	75	75	75	100	75
DISTRICT 02	**1237**	**73**	**71**	**82**	**86**	**73**
SUSSEX MIDDLE	206	58	60	68	72	58
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HARRY MILLER MID	98	85	81	93	89	86
ROTHESAY PARK	101	81	83	93	95	87
BELLEISLE REG	40	70	73	78	90	78
QUISPAMSIS MIDDLE	182	79	82	83	90	82
DISTRICT 06	**801**	**70**	**71**	**79**	**81**	**71**
BARNHILL MEM	83	82	66	74	88	75
BEACONSFIELD	72	72	78	82	92	79
FOREST HILLS MID	79	60	63	75	62	54
HAZEN WHITE/ST FRA	15	53	40	93	100	67
LORNE	60	63	75	92	78	73
PRINCE CHARLES	15	47	60	80	93	60
PRINCESS ELIZABETH	97	69	67	67	74	66
SIMONDS	74	49	58	65	70	51
ST MARTINS	28	71	64	79	82	68

Middle Level English Language Proficiency Assessment 2001-2002

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
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ST JOHN THE BAPT	18	61	61	78	94	61
RIVER VALLEY MID	146	71	66	84	84	69
FUNDY SHORES	9	78	78	89	100	89
DISTRICT 08	**1023**	**70**	**69**	**82**	**84**	**72**
DEER ISLAND	8	100	100	88	88	100
FUNDY	78	49	59	73	80	59
GRAND MANAN	37	67	64	76	78	65
CAMPOBELLO	12	58	50	58	50	50
SIR JAMES DUNN	41	78	76	85	73	73
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DISTRICT 10	**330**	**61**	**65**	**77**	**77**	**64**
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BATH MIDDLE	27	70	63	78	74	67
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FLORENCEVILLE MIDD	71	63	56	68	69	58
PERTH-ANDOVER	84	57	56	74	89	61
TOBIQUE VALLEY	48	50	40	69	83	48
JOHN CALDWELL	60	37	37	65	83	43
SAINT MARY'S ACAD	8	25	50	75	38	25
DISTRICT 14	**675**	**64**	**58**	**77**	**85**	**64**
JACQUET RIVER	33	58	52	76	73	52
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CAMPBELLTON MIDDLE	84	48	57	67	63	54
SUPERIOR MIDDLE	165	71	69	87	95	75
BELLEDUNE	2	50	0	100	100	50
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BLACKVILLE	50	82	76	82	98	84
MIRAMICHI RURAL	12	75	58	83	100	75
NELSON RURAL	34	68	74	68	97	71
DR LOSIER MIDDLE	106	76	75	88	86	77
LEARNING CENTER	5	0	40	20	60	0
ELEANOR W GRAHAM	66	59	58	73	88	61
DISTRICT 16	**516**	**72**	**72**	**82**	**87**	**73**

Middle Level English Language Proficiency Assessment 2001-2002

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
COLES ISLAND	13	62	54	92	69	69
MINTO ELEM/MID	46	52	61	78	72	61
CAMBRIDGE-NARROWS	12	58	67	58	100	67
CHIPMAN FOREST AVE	42	76	69	83	88	76
SUNBURY WEST	31	77	42	81	94	71
HAROLD PETERSON	161	67	61	76	84	68
RIDGEVIEW	130	59	67	81	90	67
GAGETOWN	15	87	60	100	100	93
DISTRICT 17	**450**	**65**	**62**	**79**	**86**	**69**
DOAKTOWN	22	68	77	77	86	77
UPPER MIRAMICHI	24	75	67	71	83	71
STANLEY	31	81	84	87	87	87
ALBERT STREET	148	77	78	86	90	80
DEVON	133	54	59	72	77	57
KESWICK RIDGE	18	78	72	89	78	72
GEORGE ST MIDDLE	237	88	84	90	97	88
NASHWAAKSIS MIDDLE	239	80	72	90	89	80
MCADAM	32	53	63	75	97	63
HARVEY	44	66	80	89	98	80
DISTRICT 18	**928**	**76**	**75**	**85**	**90**	**78**
PROVINCE	**6294**	**70**	**69**	**81**	**85**	**71**

Middle Level English Language Proficiency Assessment 2001-2002

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
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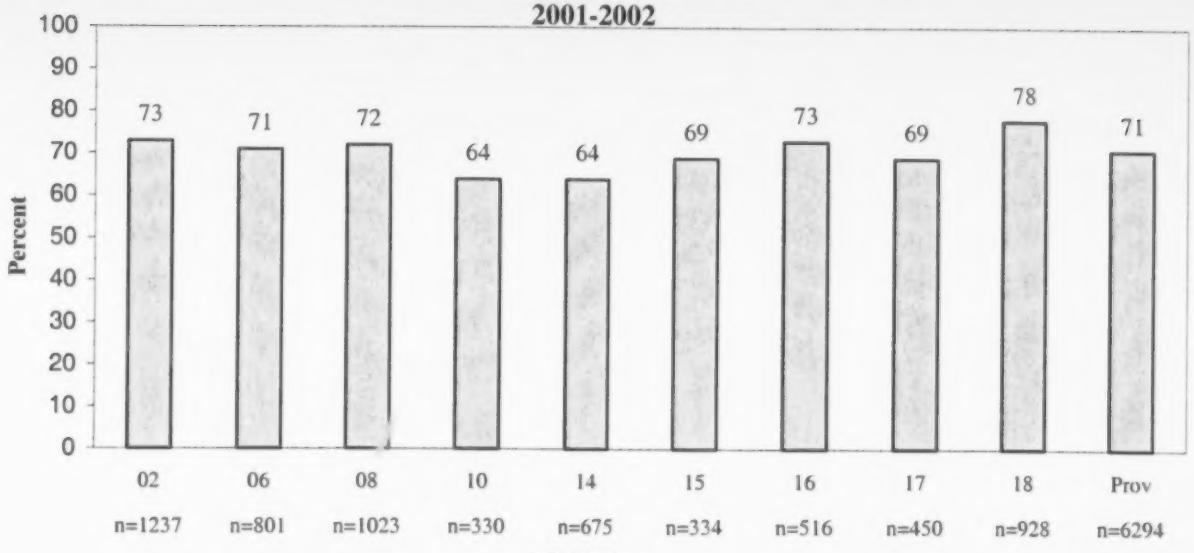
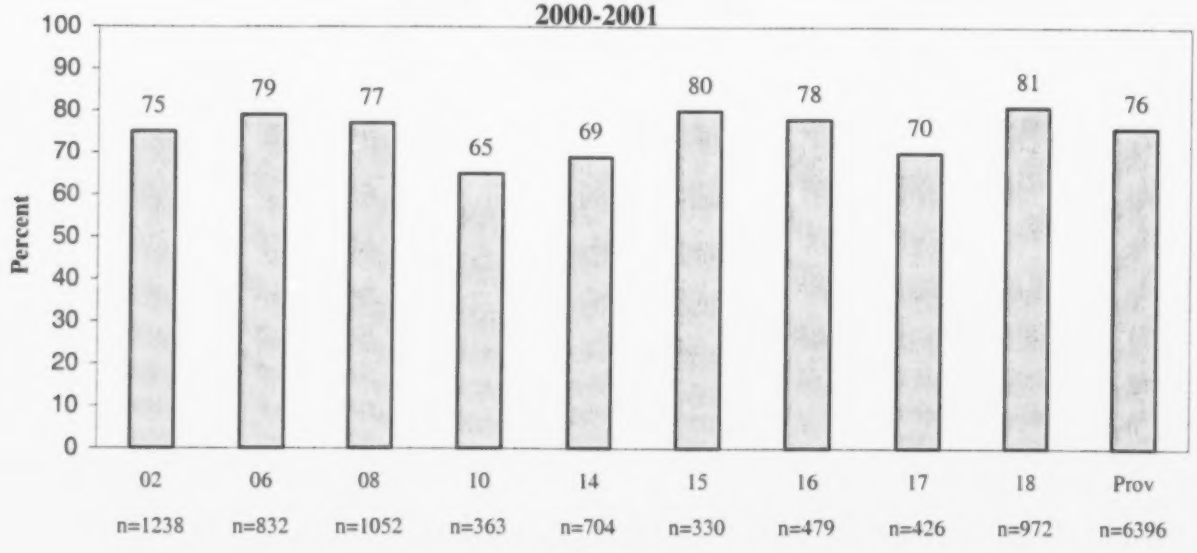
CAMBRIDGE-NARROWS	12	58	67	58	100	67
CHIPMAN FOREST AVE	42	76	69	83	88	76
SUNBURY WEST	31	77	42	81	94	71
HAROLD PETERSON	161	67	61	76	84	68
RIDGEVIEW	130	59	67	81	90	67
GAGETOWN	15	87	60	100	100	93
DISTRICT 17	**450**	**65**	**62**	**79**	**86**	**69**
DOAKTOWN	22	68	77	77	86	77
UPPER MIRAMICHI	24	75	67	71	83	71
STANLEY	31	81	84	87	87	87
ALBERT STREET	148	77	78	86	90	80
DEVON	133	54	59	72	77	57
KESWICK RIDGE	18	78	72	89	78	72
GEORGE ST MIDDLE	237	88	84	90	97	88
NASHWAAKSIS MIDDLE	239	80	72	90	89	80
MCADAM	32	53	63	75	97	63
HARVEY	44	66	80	89	98	80
DISTRICT 18	**928**	**76**	**75**	**85**	**90**	**78**
PROVINCE	**6294**	**70**	**69**	**81**	**85**	**71**

Middle Level English Language Proficiency Assessment
Percent Successful by District
2001-2002



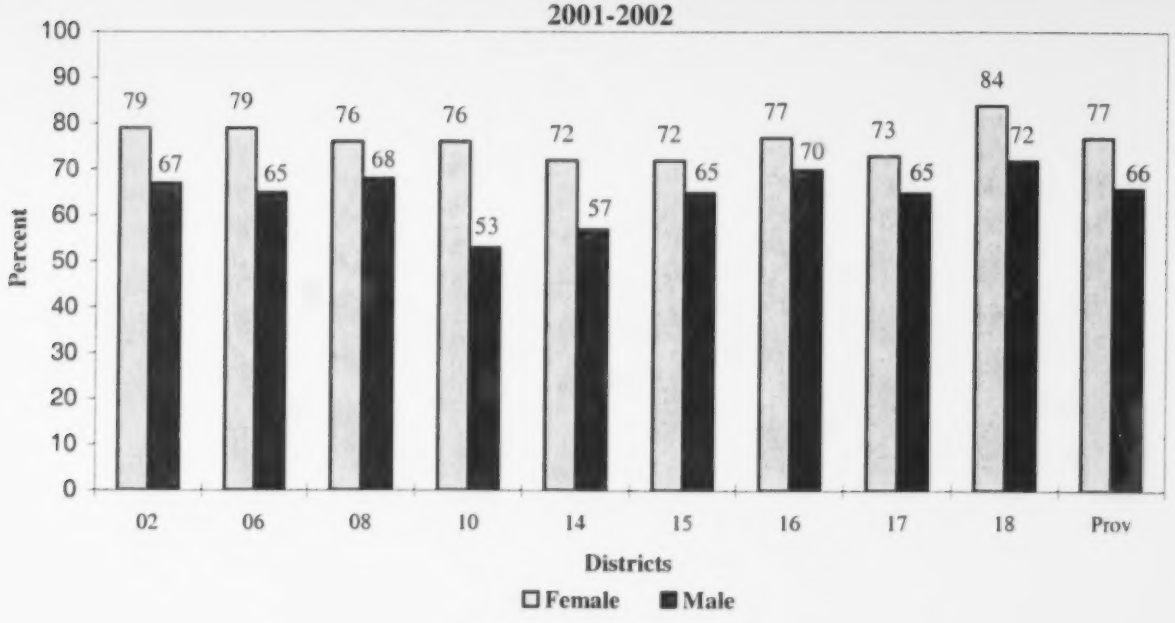
n = total number of students assessed in district

Middle Level English Language Proficiency Assessment
Percent Successful by District
2000-2001

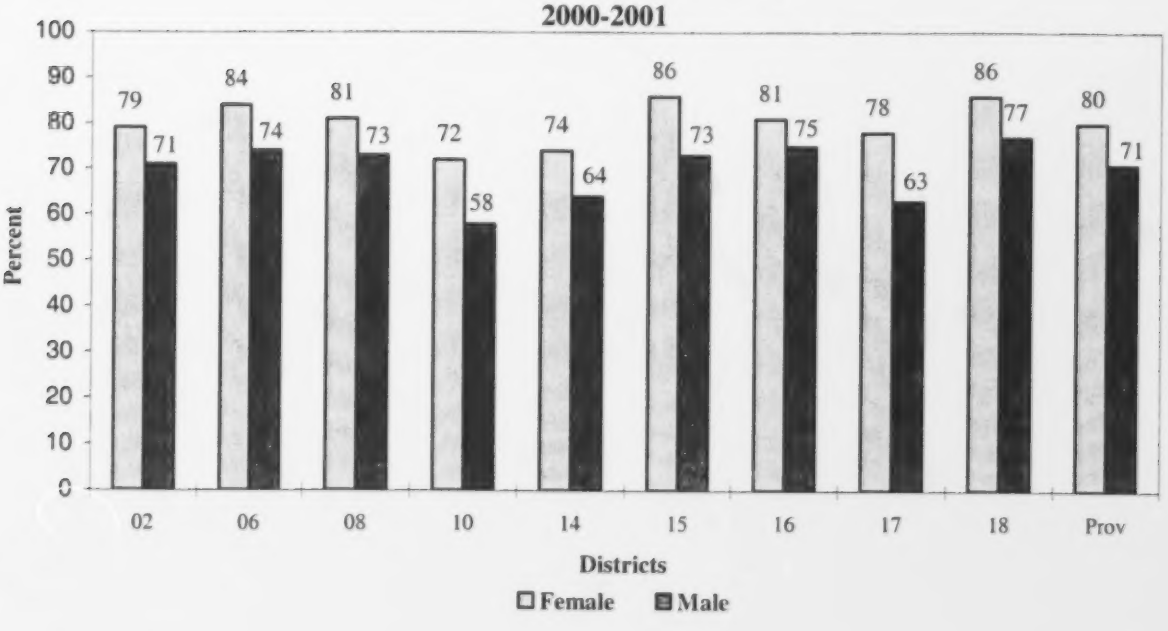


n = total number of students assessed in district

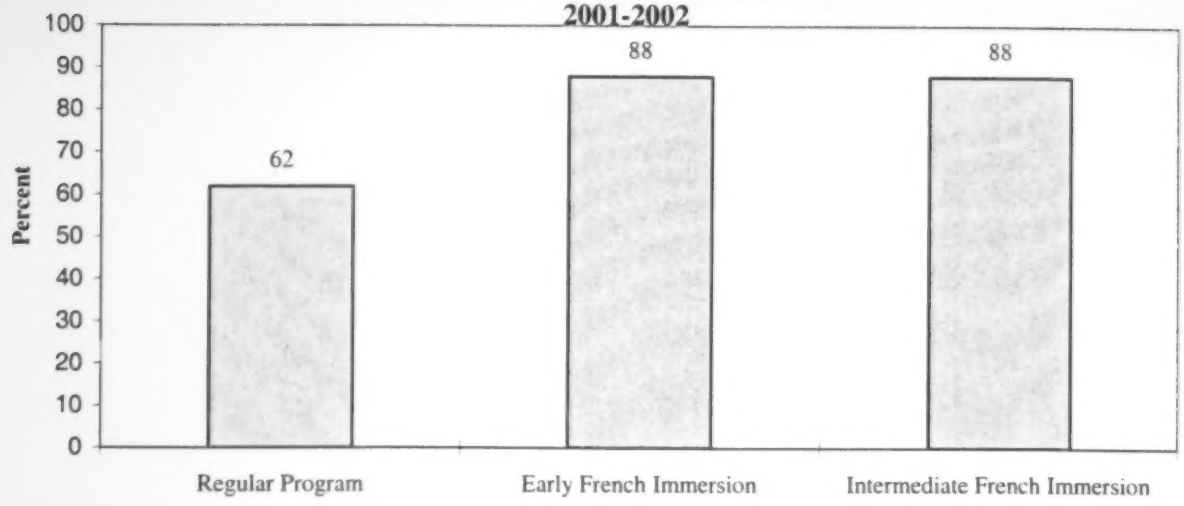
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
2001-2002



Middle Level English Language Proficiency Assessment
Percent Successful by Gender
2000-2001



Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
2001-2002



Middle Level English Language Proficiency Assessment
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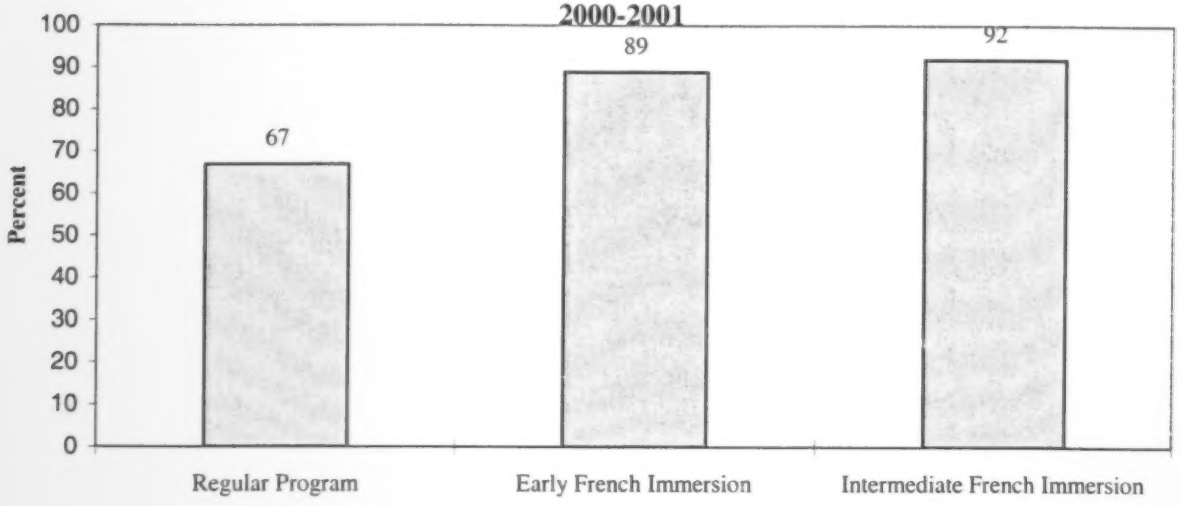
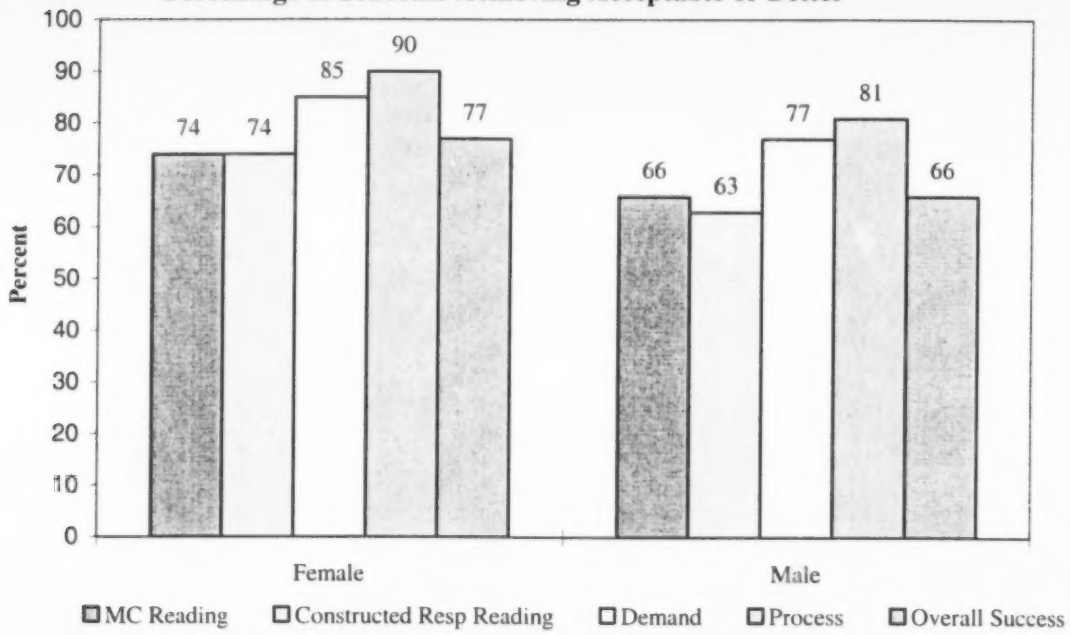


Middle Level English Language Proficiency Assessment 2001-2002

Component Results by Gender

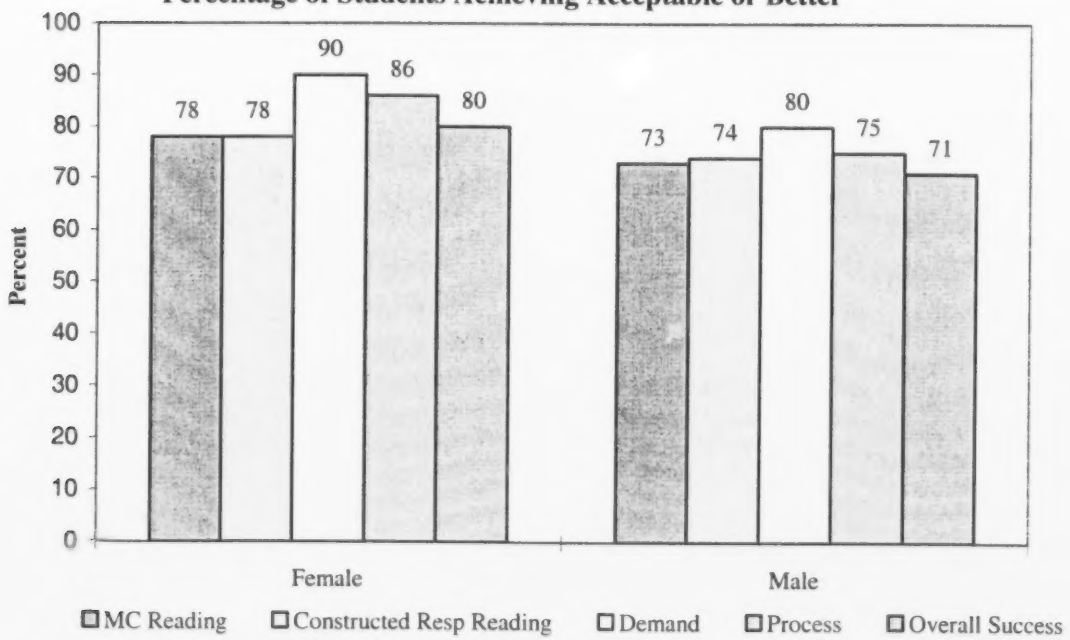
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2000-2001

Component Results by Gender

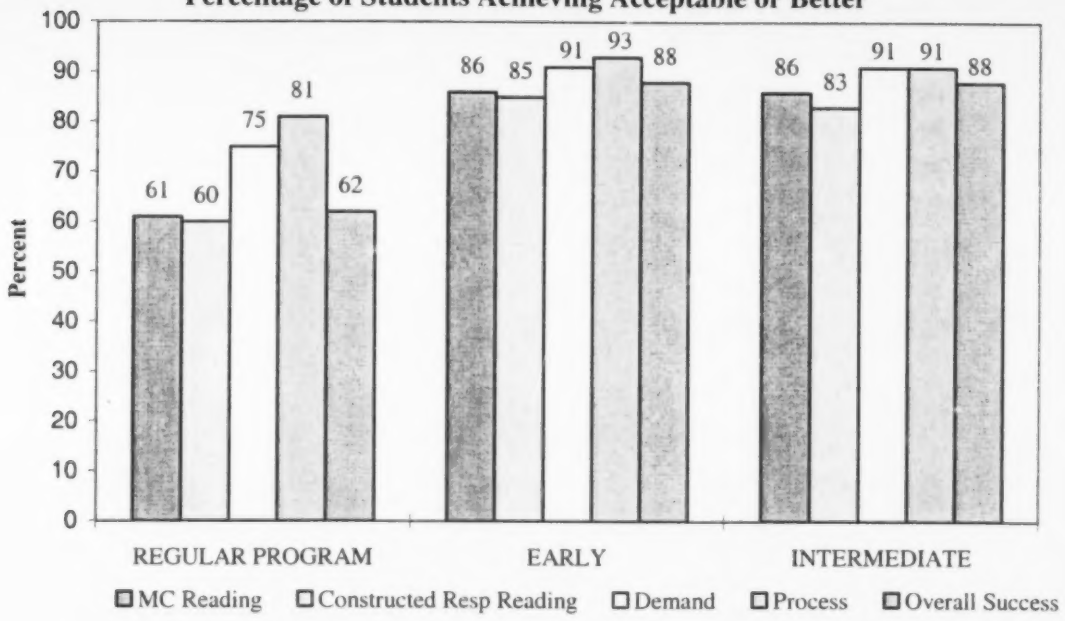
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2001-2002

Component Results by FSL Program

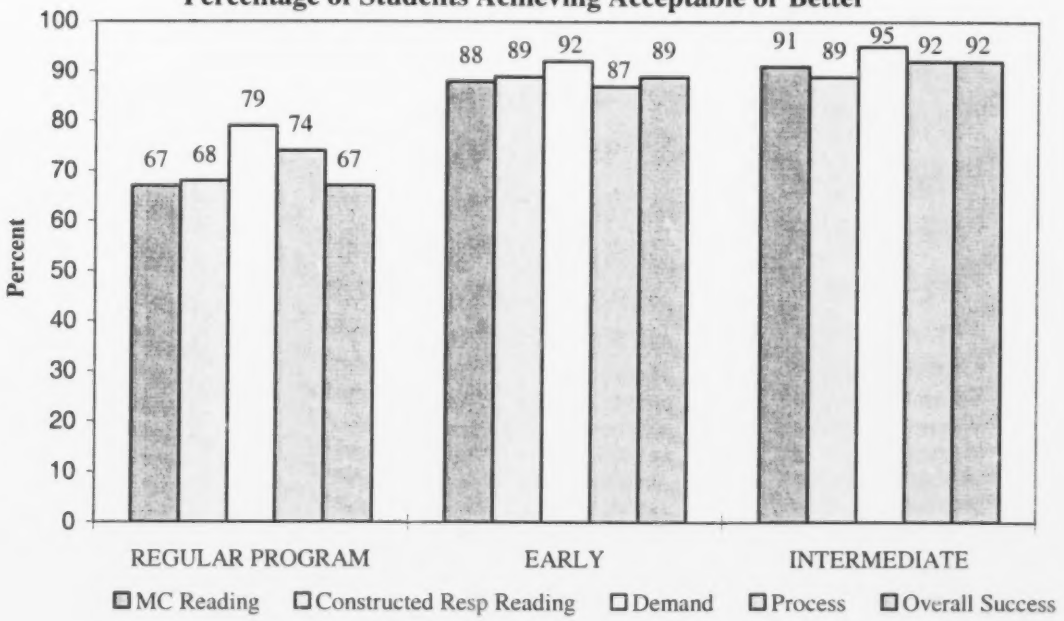
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2000-2001

Component Results by FSL Program

Percentage of Students Achieving Acceptable or Better



Middle Level Mathematics Assessment

Background

In June of their grade 8 year, all students write the Middle Level Mathematics Assessment, which consists of three sections administered over two days. Although the assessment is based on the grade 8 provincial mathematics curriculum, it is designed to reflect students' achievement over the middle school years.

Students are expected to have the use of a calculator when writing two of the three sections of the assessment - the selected response and open response sections. The third section, valued at 20% of the assessment and consisting of a number of mental math, selected response and open response questions, was done without the use of a calculator. The assessment included items of varying difficulty levels and addressed the four composite strands: Number Concepts and Operations (45%); Patterns and Relations (15%); Measurement and Geometry (25%); Data Management and Probability (15%).

Individual student results were reported by strand on achievement levels ranging from superior to weak. To achieve a successful overall status, a student has reached the acceptable level or higher in any three of the composite strands ***or*** has reached the acceptable level or higher in Number Concepts and Operations (45% of the assessment) and one of the other three composite strands.

Findings

- Six thousand, one hundred and thirty-nine students wrote the Middle Level Mathematics Assessment; the exemption rate was 4%. Sixty percent of those who did the assessment were successful compared to 53% in 2000-2001.

- The results of the **patterns** and **relations** strand (83% at acceptable or better) was better than those of **data management** (58%), **numbers and operations** (57%) and **measurement and geometry** (55%).

- About half of those writing were female, half male. The success rate was 62% for males and 59% for females.

- Students enrolled in French Immersion programs achieved at a significantly higher level than those in the English program. Students in Early French Immersion and Intermediate French Immersion succeeded at a rate of 76% and 75% respectively, while those in the English program had a success rate of 52%.

Follow-up

- Middle level mathematics educators have been provided with a number of sample questions from the June 2002 and previous assessments in order to see first-hand how the assessment reflects the direction of the curriculum. As well, answers and scoring criteria from the marking sessions have been released to provide added support to the teachers' classroom assessment programs.

- Middle schools continue to take advantage of in-service and mentoring opportunities offered by the Mathematics Centre at the University of New Brunswick. The Centre also publishes, five times a year, a Math Messages newsletter to help teachers keep abreast of developments in mathematics education.

- Middle schools are providing focussed intervention to students experiencing difficulties with mathematics.

- Middle schools are using results from the mathematics assessment to establish School Improvement Plan targets.

- High schools are using individual results from the grade 8 mathematics assessment to assist students in improving their skills in mathematics as they proceed to more advanced levels.

Middle Level Mathematics Assessment 2001-2002

In reading the following chart, you can see that 94 students at Marshview Middle School participated in the Middle Level Mathematics Assessment in June of 2002. Seventy-one percent of these students performed at acceptable or better levels in the numbers strand, 84% in patterns, 62% in measurement, and 70% in data. Overall, 72% of the students achieved a successful rating.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBERS	PATTERNS	MEASUREMENT	DATA	
DORCHESTER CONS	5	40	60	40	20	20
MARSHVIEW	94	71	84	62	70	72
PORT ELGIN REG	34	68	82	74	74	71
BEAVERBROOK	39	46	64	41	49	49
BESSBOROUGH	51	73	98	84	73	82
BIRCHMOUNT	67	61	81	52	67	63
HILLCREST	40	33	68	38	53	43
MAGNETIC HILL	44	52	89	61	64	61
QUEEN ELIZABETH	54	59	91	54	37	61
RIVERVIEW MIDDLE	230	58	84	57	62	59
SHEDIAC CAPE	23	61	83	48	57	61
SUNNY BRAE MIDDLE	66	58	79	52	64	59
LEWISVILLE MIDDLE	88	66	84	61	66	67
EDITH CAVELL	24	29	50	25	25	33
LOU MACNARIN	43	49	88	51	58	56
EVERGREEN PARK	76	82	88	75	86	82
HAVELOCK MIDDLE	9	78	100	89	56	89
PETITCODIAC REG	63	57	79	52	60	59
JMA ARMSTRONG/SALIS	71	48	79	47	51	49
CALEDONIA	55	56	87	47	64	58
RIVERSIDE CONS	5	100	100	100	100	100
DISTRICT 02	**1181**	**59**	**83**	**57**	**62**	**62**
SUSSEX MIDDLE	202	60	84	58	65	64
HAMPTON MIDDLE	128	44	73	42	50	49
MACDONALD CONS	38	58	79	50	58	63
HARRY MILLER MID	98	59	87	53	64	61
ROTHESAY PARK	101	68	84	55	56	67
BELLEISLE	38	40	87	63	61	55
QUISPAMSIS MIDDLE	181	65	92	71	69	71
DISTRICT 06	**786**	**59**	**84**	**57**	**62**	**63**
BARNHILL MEM	84	57	73	51	32	55
BEACONSFIELD	69	77	86	67	67	80
FOREST HILLS MID	81	31	54	28	20	32
HAZEN-WHITE/ST FRANC	12	58	67	50	50	58
LORNE MIDDLE	59	32	66	20	25	34
PRINCE CHARLES	17	47	77	65	59	59
PRINCESS ELIZABETH	91	46	75	48	37	50
SIMONDS MIDDLE	66	27	65	20	20	26
ST MARTINS	25	56	88	64	64	68

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBERS	PATTERNS	MEASUREMENT	DATA	
ST ROSE	90	56	79	72	67	67
WOODLAWN CENTRE	2	100	100	100	100	100
MILLIDGEVILLE	39	54	80	59	67	64
BAYSIDE MIDDLE	181	56	88	52	63	59
SAINT JOHN THE BAPT	18	39	83	44	50	44
RIVER VALLEY	148	50	79	48	44	52
FUNDY SHORES	10	60	70	70	30	60
DISTRICT 08	**992**	**50**	**77**	**49**	**47**	**53**
DEER ISLAND COMM	8	75	88	88	63	75
FUNDY	76	67	90	63	74	74
GRAND MANAN	34	88	88	79	79	88
CAMPOBELLO	11	55	73	36	46	55
SIR JAMES DUNN	38	74	97	63	68	74
ST. STEPHEN	145	63	86	56	69	63
DISTRICT 10	**312**	**68**	**88**	**61**	**70**	**70**
CANTERBURY	21	43	67	29	29	43
KESWICK VALLEY MEM	27	48	74	44	52	48
NACKAWIC MIDDLE	62	63	87	48	47	66
WOODSTOCK MIDDLE	153	56	86	61	55	61
HARTLAND	61	51	84	57	51	56
BATH MIDDLE	26	69	92	85	65	77
CENTREVILLE	47	57	83	77	70	68
FLORENCEVILLE MIDDLE	72	58	81	47	58	60
PERTH-ANDOVER	75	63	81	48	71	63
TOBIQUE VALLEY	44	50	75	57	48	55
JOHN CALDWELL	54	61	83	54	61	65
SAINT MARY'S ACAD	10	50	80	40	60	50
DISTRICT 14	**652**	**57**	**83**	**56**	**57**	**61**
JACQUET RIVER	34	44	85	56	44	50
DALHOUSIE MIDDLE	50	52	86	62	72	64
CAMPBELLTON MIDDLE	85	46	73	25	40	47
SUPERIOR MIDDLE	164	66	84	49	63	67
BELLEDUNE	1	100	100	100	100	100
DISTRICT 15	**334**	**57**	**81**	**46**	**57**	**60**
TABUSINTAC RURAL	7	71	86	71	71	71
HARKINS MIDDLE	149	68	90	70	69	73
NORTH & SOUTH ESK	61	62	95	67	66	69
MILLERTON	19	74	90	53	58	68
BLACKVILLE	49	84	94	82	86	88
MIRAMICHI RURAL	13	69	77	69	62	69
NELSON RURAL	33	52	85	46	64	58
DR LOSIER MIDDLE	108	48	80	40	57	51
LEARNING CENTER	3	33	33	0	0	0
ELEANOR W GRAHAM	66	67	96	79	70	74
DISTRICT 16	**508**	**63**	**88**	**63**	**66**	**68**

Middle Level Mathematics Assessment 2001-2002

In reading the following chart, you can see that 94 students at Marshview Middle School participated in the Middle Level Mathematics Assessment in June of 2002. Seventy-one percent of these students performed at acceptable or better levels in the numbers strand, 84% in patterns, 62% in measurement, and 70% in data. Overall, 72% of the students achieved a successful rating.

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MINTO	48	65	83	56	73	65
CAMBRIDGE NARROWS	13	46	69	54	62	54
CHIPMAN FOREST AVE	40	53	88	50	48	58
SUNBURY WEST	23	91	96	78	91	91
HAROLD PETERSON	148	54	78	52	47	56
RIDGEVIEW MIDDLE	123	33	79	29	33	38
GAGETOWN	15	53	80	73	60	73
DISTRICT 17	**422**	**51**	**81**	**49**	**50**	**55**
DOAKTOWN	22	77	96	82	86	82
UPPER MIRAMICHI	24	58	92	58	46	63
STANLEY	26	85	96	89	89	92
ALBERT ST	148	57	91	62	57	64
DEVON MIDDLE	126	29	71	31	46	33
KESWICK RIDGE	18	72	94	78	67	72
GEORGE ST	226	65	92	66	79	71
NASHWAAKSIS	230	54	86	51	51	58
MCADAM	33	49	79	36	36	55
HARVEY	43	47	81	63	54	54
DISTRICT 18	**896**	**55**	**86**	**56**	**60**	**60**
PROVINCE	**6139**	**57**	**83**	**55**	**58**	**60**

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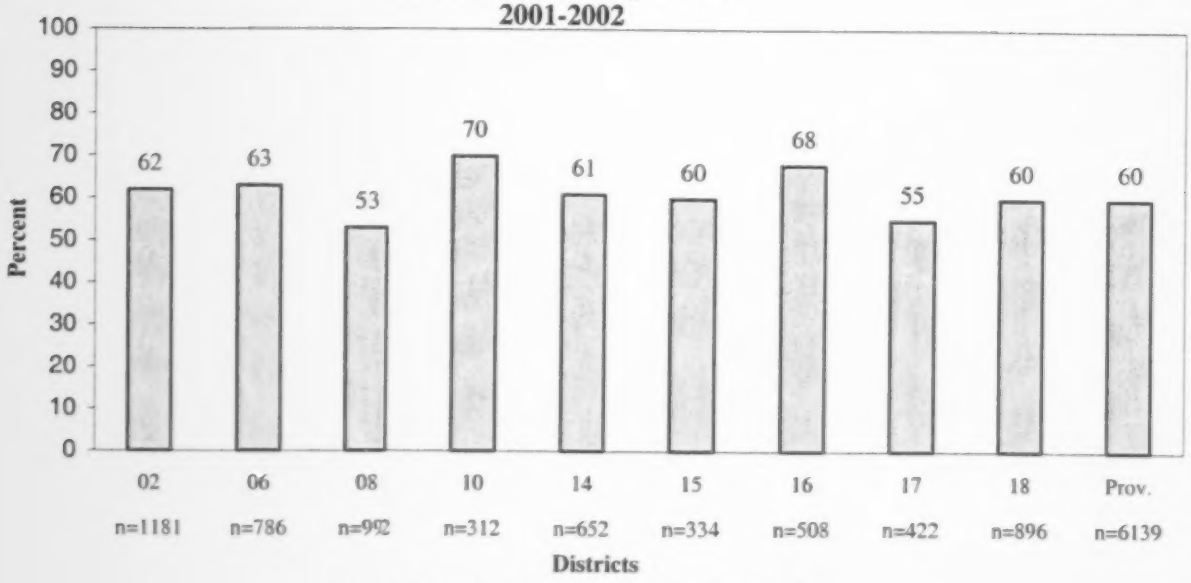
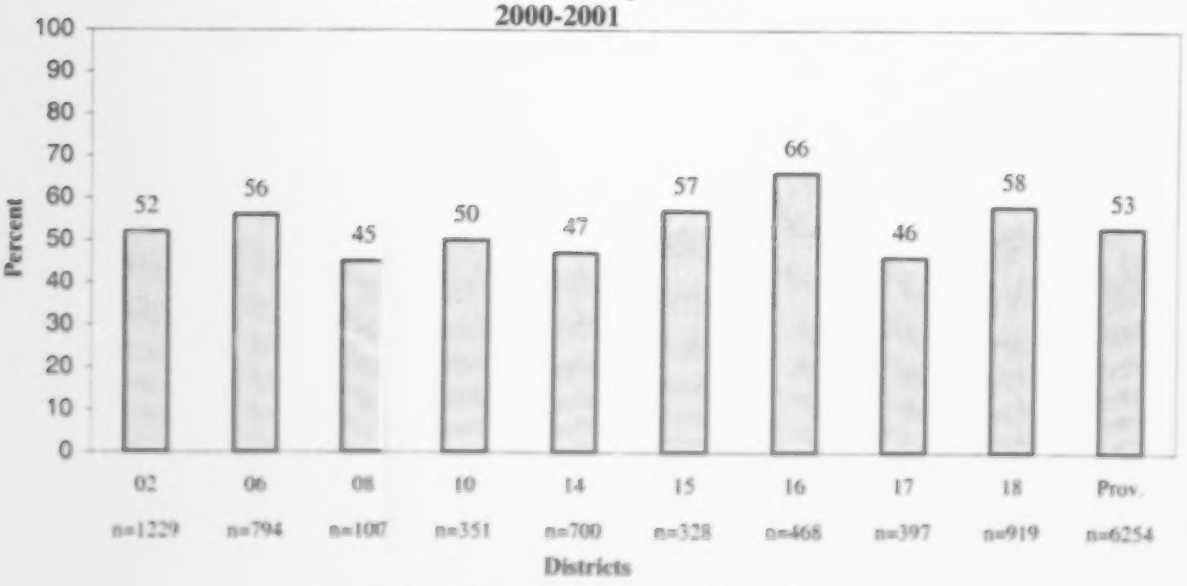
Middle Level Mathematics Assessment
Percent Successful by District
2001-2002



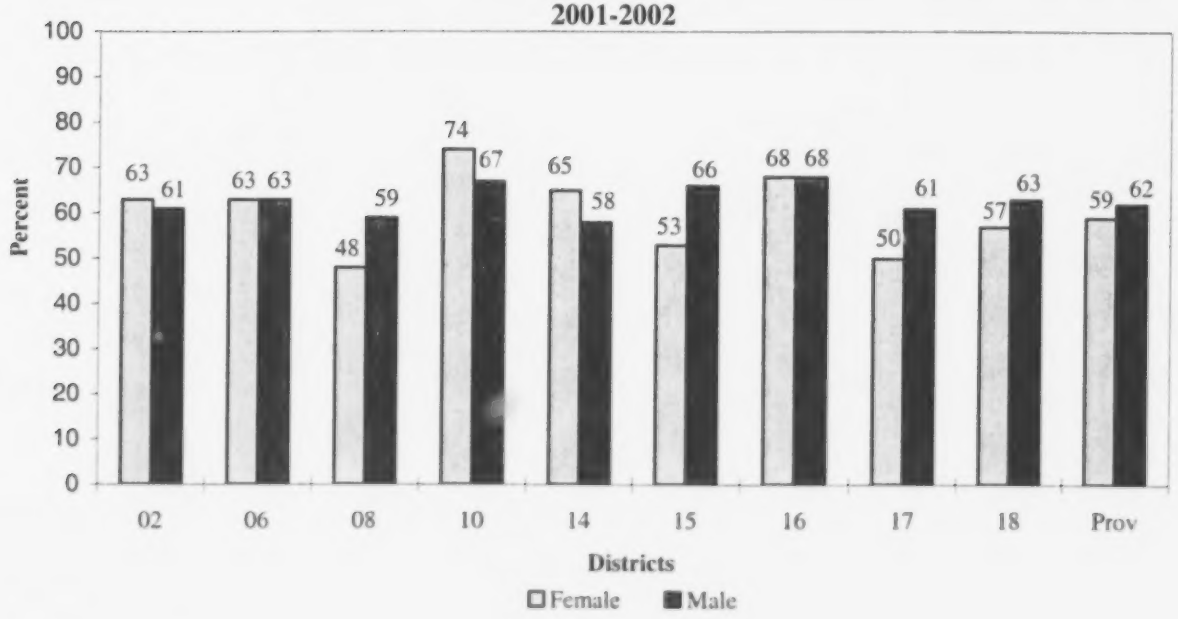
n = total number of students assessed in district

Middle Level Mathematics Assessment
Percent Successful by District
2000-2001

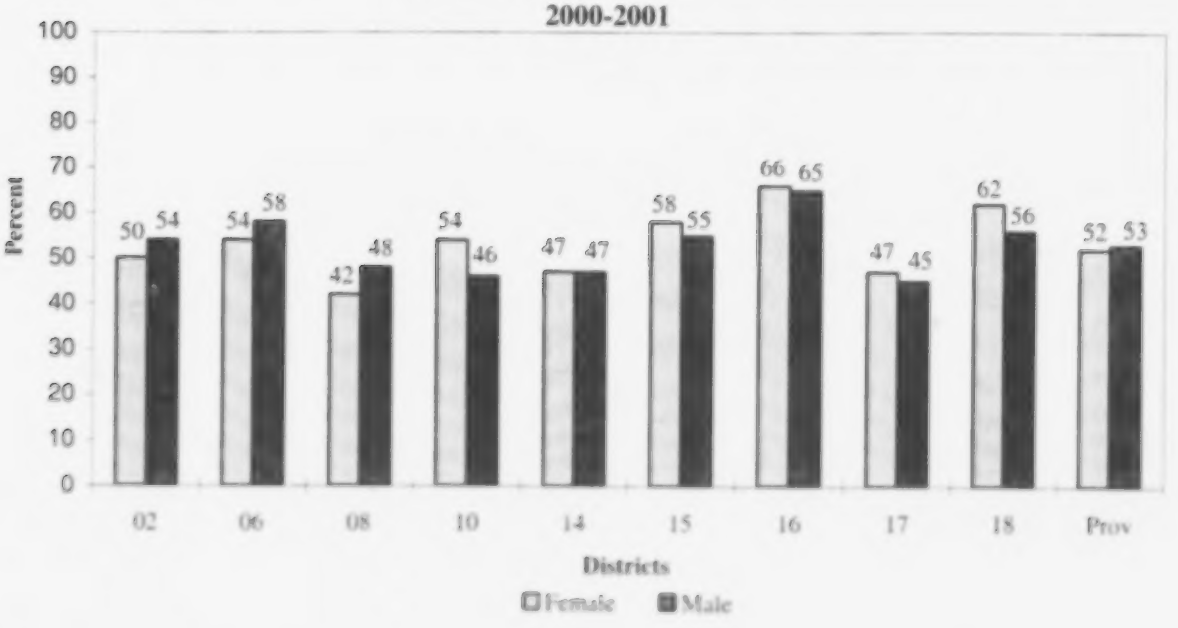


n = total number of students assessed in district

Middle Level Mathematics Assessment
Percent Successful by Gender
2001-2002



Middle Level Mathematics Assessment
Percent Successful by Gender
2000-2001



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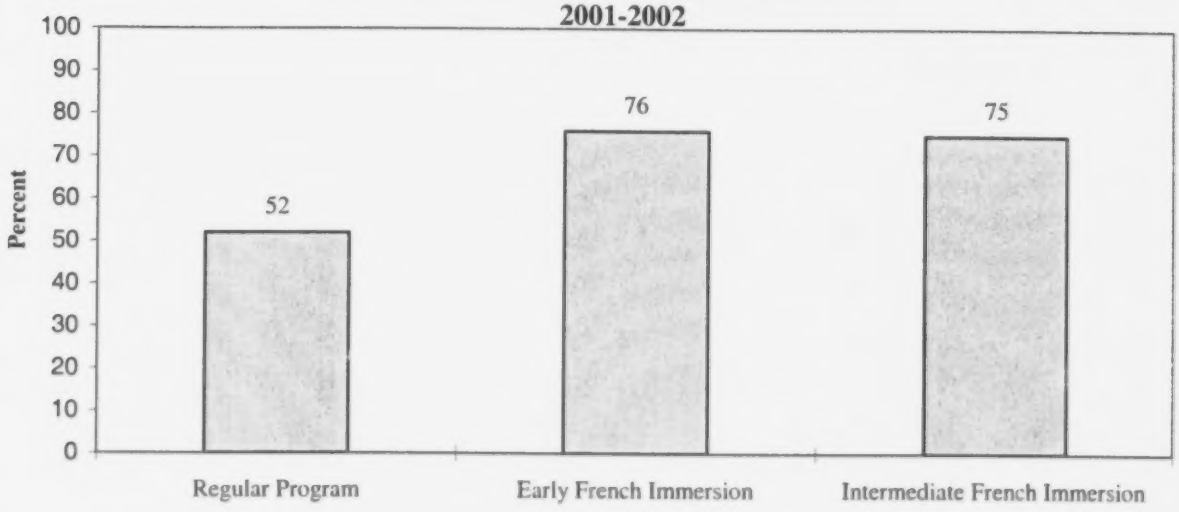

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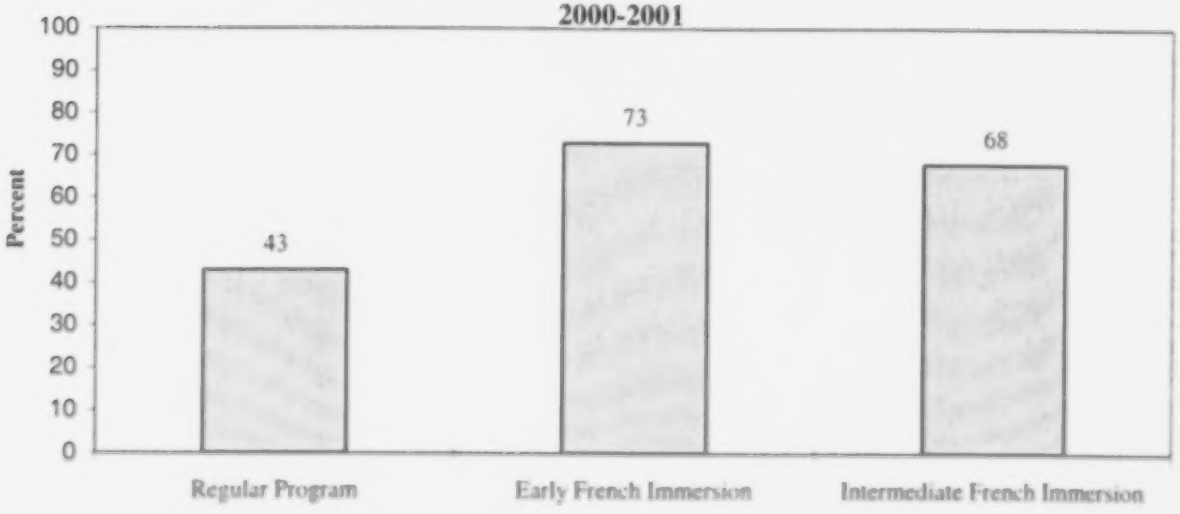
Percent Successful by Program of Instruction
2000-2001



ELEMENTARY LEVEL RESULTS

PROVINCIAL ASSESSMENT AT GRADE 3

and

PROVINCIAL ASSESSMENT AT GRADE 5

Provincial Assessment at Grade 3

Background

The Provincial Assessment at Grade 3 was administered in May 2002. Over a two-week period, students answered selected response and constructed response questions designed to assess reading, mathematics and science. The assessment, part of the annual elementary testing program, is a system measure of student achievement after four years of schooling. Group data for all components were generated to provide schools and districts with statistics to help measure progress and to improve teaching and learning.

As with all provincial assessments, the grade 3 responses were marked by practicing classroom teachers following training with criteria and models specific to the assessment tasks. Groups of elementary teachers and parents across the province established expectations for performance on the various components.

Findings

- In May 2002, approximately 6000 students participated in the assessment. The percentage of students who were completely exempted was 5% up slightly from 4.5% the year before. Schools were asked to be as inclusive as possible.

- At the time of the assessment, 25% of the grade 3 population was enrolled in the French Immersion program and 75% in the English program.

- Results in English Reading showed that 94% of schools met or exceeded expectations, compared to 83% previously; in French Immersion reading, the results were 92% in 2001-2002 and 98% in the year before. Results rose in mathematics: 79% in 2001-2002, compared to 72%. In science, 84% of schools met or exceeded expectations, up from 60% in 2000-2001.

- Girls outperformed boys on the reading component: 80% of females met or exceeded expectations in English Reading, compared to 74% of males; percentages were 75% and 71% respectively for French Immersion Reading. The reverse was true for the other components, with 66% of males and 62% of females meeting or exceeding expectations in mathematics, and 67% and 65% respectively in science.

- Achievement was again best on the reading component with 77% of elementary students meeting or exceeding expectation levels in the regular program, compared to 64% in 2000-2001, and 73% in French Immersion compared to 75% the year before.

- For mathematics overall, 64% of the students met or exceeded expectations (61% in 2000-2001), with this breaking down to better performance by French Immersion students, that is, 71% for French Immersion and 62% for students in the regular program.

- Results were reversed for the science component: while overall, 66% of the students met or exceeded expectations in 2001-2002 (49% previously), the percentages were 67% for students in the regular program and 63% for French Immersion students.

Follow-up

- Schools and districts are studying the overall assessment results, as well as specific achievement information within the range of expectations, and data for individual strands, to determine emphases for delivery of their language arts, mathematics and science programs.

- Assessment items and model student responses, accompanied by marking criteria, are being used in classrooms to familiarize students with provincial standards.

- District and school level improvement plans include enhancing mathematics teaching practices.

Provincial Assessment at Grade 3 2001-2002

In reading the following chart, you can see that 70 students at Arnold H. McLeod School participated in the mathematics and science components of the Provincial Assessment at Grade 3. The school met expectations in mathematics and science. For reading, 29 students from the regular program were involved; the expectation level was met. Forty students participated in the French Immersion reading component and the school again met expectations.

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
ARNOLD H. MCLEOD	70	▲	▲	29	▲	40	▲
BEAVERBROOK	26	▲	▲	17	▲	9	▲
BESSBOROUGH	52	●	▲	9	▲	43	▲
BIRCHMOUNT	64	▲	▲	27	▲	34	■
CLAUDE D. TAYLOR	64	▲	▲	27	▲	37	●
DORCHESTER CONS.	10	▲	▲	10	▲		--
EDITH CAVELL	36	▲	▲	20	▲	14	▲
ELGIN ELEMENTARY	6	▲	■	6	▲		--
EVERGREEN PARK	86	▲	Pilot	35	▲	50	●
FOREST GLEN	54	▲	▲	23	▲	27	▲
FRANK L. BOWSER	65	▲	▲	23	▲	35	▲
GUNNINGSVILLE	40	▲	●	20	●	19	▲
HAVELOCK	15	▲	Pilot	15	●		--
HILLCREST	15	●	●	13	▲		--
HILLSBOROUGH ELEM.	33	●	●	31	▲		--
LOU MACNARIN	39	▲	▲	20	▲	16	▲
LOWER COVERDALE	16	▲	▲	16	▲		--
MAGNETIC HILL	41	▲	▲	17	▲	20	▲
MOUNTAIN VIEW	16	▲	▲	14	▲		--
PETITCODIAC REG.	23	▲	●	23	▲		--
PORT ELGIN REG.	21	▲	●	20	▲		--
QUEEN ELIZABETH	70	▲	▲	21	■	46	▲
RIVERSIDE CONS.	9	●	▲	9	●		--
SALEM ELEMENTARY	85	▲	▲	47	▲	37	▲
SALISBURY ELEM.	85	▲	▲	44	▲	42	▲
SHEDIAC CAPE	28	■	■	13	■	14	■
UPLANDS	18	▲	▲	19	▲		--
WEST RIVERVIEW	63	▲	▲	30	▲	33	▲
DISTRICT 02	**1150**	▲	▲	**598**	▲	**516**	▲

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
APOHAQUI	19	▲	▲	20	▲		--
BELLEISLE ELEM.	43	▲	●	42	▲		--
FAIRVALE	94	▲	▲	77	●	16	▲
HAMMOND RIVER VAL	25	■	■	25	▲		--
HAMPTON ELEM.	100	▲	▲	69	▲	28	▲
KENNEBECASIS PARK	28	●	●	29	●		--
LAKEFIELD ELEM.	79	▲	▲	57	●	21	▲
MACDONALD CONS.	35	▲	▲	36	▲		--
NORTON ELEM.	19	●	●	19	▲		--
QUISPAMSIS ELEM.	79	▲	▲	36	▲	38	▲
ROTHESAY ELEM.	98	▲	Pilot	52	▲	43	●
SUSSEX CORNER ELEM	60	▲	▲	45	▲	15	■
SUSSEX ELEMENTARY	93	▲	▲	50	▲	38	▲
DISTRICT 06	**772**	▲	▲	**557**	▲	**199**	▲
BARNHILL MEMORIAL	34	▲	▲	30	▲		--
BAYVIEW	37	▲	Pilot	36	▲		--
BROWNS FLAT	20	▲	▲	18	▲		--
CENTENNIAL	46	■	■	42	■		--
CHAMPLAIN HEIGHTS	63	▲	▲	61	▲		--
FOREST HILLS ELEM.	88	■	■	62	■	24	▲
FUNDY SHORES	16	▲	●	16	▲		--
GLEN FALLS	24	■	■	17	▲		--
GRANDVIEW AVENUE	20	●	●	20	▲		--
HAVELOCK	32	▲	▲	16	▲	17	▲
HAZEN WHITE-ST. FRA.	22	■	■	20	▲		--
HOLY TRINITY	20	▲	▲	17	▲		--
INGLEWOOD	39	▲	▲	39	▲		--
ISLAND VIEW	55	●	●	56	●		--
LAKEWOOD	14	●	●	14	●		--
LAKEWOOD HEIGHTS	20	▲	▲	20	▲		--
LATIMORE LAKE	5	●	▲	5	▲		--
LOCH LOMOND	82	▲	▲	63	▲	20	▲
M. GERALD TEED MEM	45	▲	▲	49	▲		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2001-2002

In reading the following chart, you can see that 70 students at Arnold H. McLeod School participated in the mathematics and science components of the Provincial Assessment at Grade 3. The school met expectations in mathematics and science. For reading, 29 students from the regular program were involved; the expectation level was met. Forty students participated in the French Immersion reading component and the school again met expectations.

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
ARNOLD H. MCLEOD	70	▲	▲	29	▲	40	▲
BEAVERBROOK	26	▲	▲	17	▲	9	▲
BESSBOROUGH	52	●	▲	9	▲	43	▲
BIRCHMOUNT	64	▲	▲	27	▲	34	■
CLAUDE D. TAYLOR	64	▲	▲	27	▲	37	●
DORCHESTER CONS.	10	▲	▲	10	▲		--
EDITH CAVELL	36	▲	▲	20	▲	14	▲
ELGIN ELEMENTARY	6	▲	■	6	▲		--
EVERGREEN PARK	86	▲	Pilot	35	▲	50	●
FOREST GLEN	54	▲	▲	23	▲	27	▲
FRANK L. BOWSER	65	▲	▲	23	▲	35	▲
GUNNINGSVILLE	40	▲	●	20	●	19	▲
HAVELOCK	15	▲	Pilot	15	●		--
HILLCREST	15	●	●	13	▲		--
HILLSBOROUGH ELEM.	33	●	●	31	▲		--
LOU MACNARIN	39	▲	▲	20	▲	16	▲
LOWER COVERDALE	16	▲	▲	16	▲		--
MAGNETIC HILL	41	▲	▲	17	▲	20	▲
MOUNTAIN VIEW	16	▲	▲	14	▲		--
PETITCODIAC REG.	23	▲	●	23	▲		--
PORT ELGIN REG.	21	▲	●	20	▲		--
QUEEN ELIZABETH	70	▲	▲	21	■	46	▲
RIVERSIDE CONS.	9	●	▲	9	●		--
SALEM ELEMENTARY	85	▲	▲	47	▲	37	▲
SALISBURY ELEM.	85	▲	▲	44	▲	42	▲
SHEDIAC CAPE	28	■	■	13	■	14	■
UPLANDS	18	▲	▲	19	▲		--
WEST RIVERVIEW	63	▲	▲	30	▲	33	▲
DISTRICT 02	**1150**	▲	▲	**598**	▲	**516**	▲

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Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
APOHAQUI	19	▲	▲	20	▲		--
BELLEISLE ELEM.	43	▲	●	42	▲		--
FAIRVALE	94	▲	▲	77	●	16	▲
HAMMOND RIVER VAL.	25	■	■	25	▲		--
HAMPTON ELEM.	100	▲	▲	69	▲	28	▲
KENNEBECASIS PARK	28	●	●	29	●		--
LAKEFIELD ELEM.	79	▲	▲	57	●	21	▲
MACDONALD CONS.	35	▲	▲	36	▲		--
NORTON ELEM.	19	●	●	19	▲		--
QUISPAMSIS ELEM.	79	▲	▲	36	▲	38	▲
ROTHESAY ELEM.	98	▲	Pilot	52	▲	43	●
SUSSEX CORNER ELEM	60	▲	▲	45	▲	15	■
SUSSEX ELEMENTARY	93	▲	▲	50	▲	38	▲
DISTRICT 06	**772**	▲	▲	**557**	▲	**199**	▲
BARNHILL MEMORIAL	34	▲	▲	30	▲		--
BAYVIEW	37	▲	Pilot	36	▲		--
BROWNS FLAT	20	▲	▲	18	▲		--
CENTENNIAL	46	■	■	42	■		--
CHAMPLAIN HEIGHTS	63	▲	▲	61	▲		--
FOREST HILLS ELEM.	88	■	■	62	■	24	▲
FUNDY SHORES	16	▲	●	16	▲		--
GLEN FALLS	24	■	■	17	▲		--
GRANDVIEW AVENUE	20	●	●	20	▲		--
HAVELOCK	32	▲	▲	16	▲	17	▲
HAZEN WHITE-ST. FRA.	22	■	■	20	▲		--
HOLY TRINITY	20	▲	▲	17	▲		--
INGLEWOOD	39	▲	▲	39	▲		--
ISLAND VIEW	55	●	●	56	●		--
LAKEWOOD	14	●	●	14	●		--
LAKEWOOD HEIGHTS	20	▲	▲	20	▲		--
LATIMORE LAKE	5	●	▲	5	▲		--
LOCH LOMOND	82	▲	▲	63	▲	20	▲
M. GERALD TEED MEM	45	▲	▲	49	▲		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level Math	Expectation Level Science	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
MILLIDGEVILLE N.	74	■	■		--	74	■
MORNA HEIGHTS	21	■	■	25	▲		--
PRINCE CHARLES	25	■	▲	21	▲		--
PRINCESS ELIZABETH	25	▲	▲	25	▲		--
SEAWOOD	20	▲	▲	20	▲		--
ST. JOHN THE BAPTIST	28	■	■	25	■		--
ST. MARTINS	16	●	●	18	●		--
ST. PATRICK'S	66	▲	▲	65	▲		--
ST. ROSE	26	▲	▲	26	▲		--
WESTFIELD	56	▲	▲	35	●	18	▲
DISTRICT 08	**1039**	▲	▲	**861**	▲	**153**	▲
BACK BAY	6	▲	▲	6	▲		--
BLACKS HARBOUR	28	▲	▲	28	▲		--
CAMPOBELLO ISLAND	12	■	▲	12	▲		--
DEER ISLAND CONS.	12	■	■	10	▲		--
GRAND MANAN COMM	35	▲	■	35	▲		--
LAWRENCE STATION	13	▲	■	12	▲		--
MILLTOWN ELEM.	37	■	■	35	▲		--
PENNFIELD ELEM.	17	■	■	17	▲		--
ST. GEORGE ELEM.	34	▲	▲	33	▲		--
ST. STEPHEN ELEM.	99	▲	▲	85	▲	16	▲
VINCENT MASSEY EL.	35	▲	Pilot	35	▲		--
WHITE HEAD	1	●	●	1	●		
DISTRICT 10	**329**	▲	▲	**309**	▲	**16**	▲
ANDOVER ELEM.	68	▲	▲	44	▲	22	▲
ARCOSTOOK ELEM.	10	▲	▲	10	▲		--
BATH MIDDLE	41	■	■	41	■		--
BRISTOL ELEM.	18	■	▲	18	▲		--
CANTERBURY HIGH	16	■	■	16	■		--
CENTRAL CARLETON	45	▲	▲	45	▲		--
CENTREVILLE ELEM.	26	■	■	20	▲		--
DEBEC ELEM.	19	▲	▲	17	▲		--
DONALD FRASER MEM	33	●	●	33	●		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
FLORENCEVILLE ELEM	34	▲	▲	32	▲		--
FLORENCEVILLE MIDDLE	15	▲	▲		--	14	▲
JOHN CALDWELL	35	■	■	7	▲	26	■
JUNIPER ELEM.	4	●	▲	4	▲		--
KESWICK VALLEY	22	▲	▲	22	●		--
MILLVILLE ELEM.	5	▲	●	5	▲		--
NACKAWIC ELEM.	34	▲	▲	34	▲		--
NEW DENMARK	14	■	Pilot	14	▲		--
SOUTHERN CARLETON	63	▲	▲	45	▲	18	▲
ST. MARY'S ACADEMY	14	▲	▲	11	▲	1	●
WOODSTOCK CENT.	65	▲	Pilot	54	▲	11	▲
DISTRICT 14	**581**	▲	▲	**472**	▲	**92**	▲
BELLEDUNE	7	▲	▲	7	▲		--
CORONATION PARK	22	■	Pilot	22	▲		--
JACQUET RIVER	23	■	▲	23	▲		--
JANEVILLE ELEM.	4	●	●	4	●		--
L E REINSBOROUGH	53	▲	Pilot	29	▲	24	▲
LORD BEAVERBROOK	60	■	▲	29	▲	31	▲
LORNE	3	■	▲	3	▲		--
MARY GOSNELL ELEM	23	▲	▲	13	▲	11	▲
PARKWOOD ELEM.	52	■	▲	22	▲	30	▲
SOUTH BATHURST EL.	40	▲	▲		--	40	▲
TIDE HEAD	8	■	▲	8	▲		--
DISTRICT 15	**295**	▲	▲	**160**	▲	**136**	▲
BLACKVILLE	49	▲	▲	49	▲		--
CROFT ELEM.	57	▲	▲	15	▲	42	▲
GRETNA GREEN ELEM.	40	▲	▲	36	▲		--
HARCOURT	6	▲	●	6	▲		--
HARKINS ELEM.	49	▲	▲	48	▲		--
IAN BAILLIE PRIMARY	45	▲	▲	15	▲	28	▲
MILLERTON ELEM/JR	14	▲	▲	14	▲		--
MIRAMICHI RURAL	8	▲	▲	8	▲		--
NAPAN ELEM.	9	▲	▲	9	▲		--
NELSON RURAL	36	▲	▲	36	▲		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level Math	Expectation Level Science	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
MILLIDGEVILLE N.	74	■	■		--	74	■
MORNA HEIGHTS	21	■	■	25	▲		--
PRINCE CHARLES	25	■	▲	21	▲		--
PRINCESS ELIZABETH	25	▲	▲	25	▲		--
SEAWOOD	20	▲	▲	20	▲		--
ST. JOHN THE BAPTIST	28	■	■	25	■		--
ST. MARTINS	16	●	●	18	●		--
ST. PATRICK'S	66	▲	▲	65	▲		--
ST. ROSE	26	▲	▲	26	▲		--
WESTFIELD	56	▲	▲	35	●	18	▲
DISTRICT 08	**1039**	▲	▲	**861**	▲	**153**	▲
BACK BAY	6	▲	▲	6	▲		--
BLACKS HARBOUR	28	▲	▲	28	▲		--
CAMPOBELLO ISLAND	12	■	▲	12	▲		--
DEER ISLAND CONS.	12	■	■	10	▲		--
GRAND MANAN COMM	35	▲	■	35	▲		--
LAWRENCE STATION	13	▲	■	12	▲		--
MILLTOWN ELEM.	37	■	■	35	▲		--
PENNFIELD ELEM.	17	■	■	17	▲		--
ST. GEORGE ELEM.	34	▲	▲	33	▲		--
ST. STEPHEN ELEM.	99	▲	▲	85	▲	16	▲
VINCENT MASSEY EL.	35	▲	Pilot	35	▲		--
WHITE HEAD	1	●	●	1	●		
DISTRICT 10	**329**	▲	▲	**309**	▲	**16**	▲
ANDOVER ELEM.	68	▲	▲	44	▲	22	▲
AROOSTOOK ELEM.	10	▲	▲	10	▲		--
BATH MIDDLE	41	■	■	41	■		--
BRISTOL ELEM.	18	■	▲	18	▲		--
CANTERBURY HIGH	16	■	■	16	■		--
CENTRAL CARLETON	45	▲	▲	45	▲		--
CENTREVILLE ELEM.	26	■	■	20	▲		--
DEBEC ELEM.	19	▲	▲	17	▲		--
DONALD FRASER MEM	33	●	●	33	●		--

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School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
FLORENCEVILLE ELEM	34	▲	▲	32	▲		--
FLORENCEVILLE MIDDLE	15	▲	▲		--	14	▲
JOHN CALDWELL	35	■	■	7	▲	26	■
JUNIPER ELEM.	4	●	▲	4	▲		--
KESWICK VALLEY	22	▲	▲	22	●		--
MILLVILLE ELEM.	5	▲	●	5	▲		--
NACKAWIC ELEM.	34	▲	▲	34	▲		--
NEW DENMARK	14	■	Pilot	14	▲		--
SOUTHERN CARLETON	63	▲	▲	45	▲	18	▲
ST. MARY'S ACADEMY	14	▲	▲	11	▲	1	●
WOODSTOCK CENT.	65	▲	Pilot	54	▲	11	▲
DISTRICT 14	**581**	▲	▲	**472**	▲	**92**	▲
BELLEDUNE	7	▲	▲	7	▲		--
CORONATION PARK	22	■	Pilot	22	▲		--
JACQUET RIVER	23	■	▲	23	▲		--
JANEVILLE ELEM.	4	●	●	4	●		--
L E REINSBOROUGH	53	▲	Pilot	29	▲	24	▲
LORD BEAVERBROOK	60	■	▲	29	▲	31	▲
LORNE	3	■	▲	3	▲		--
MARY GOSNELL ELEM	23	▲	▲	13	▲	11	▲
PARKWOOD ELEM.	52	■	▲	22	▲	30	▲
SOUTH BATHURST EL.	40	▲	▲		--	40	▲
TIDE HEAD	8	■	▲	8	▲		--
DISTRICT 15	**295**	▲	▲	**160**	▲	**136**	▲
BLACKVILLE	49	▲	▲	49	▲		--
CROFT ELEM.	57	▲	▲	15	▲	42	▲
GRETNA GREEN ELEM.	40	▲	▲	36	▲		--
HARCOURT	6	▲	●	6	▲		--
HARKINS ELEM.	49	▲	▲	48	▲		--
IAN BAILLIE PRIMARY	45	▲	▲	15	▲	28	▲
MILLERTON ELEM/JR	14	▲	▲	14	▲		--
MIRAMICHI RURAL	8	▲	▲	8	▲		--
NAPAN ELEM.	9	▲	▲	9	▲		--
NELSON RURAL	36	▲	▲	36	▲		--

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Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NORTH & SOUTH ESK E	27	▲	▲	27	▲		--
REXTON ELEM.	79	▲	▲	79	▲		--
ST. ANDREWS ELEM.	38	▲	Pilot	38	▲		--
TABUSINTAC ELEM.	8	■	■	8	▲		--
DISTRICT 16	**465**	▲	▲	**388**	▲	**70**	▲
ASSINIBOINE AVE.	47	■	▲	39	▲	8	▲
CAMBRIDGE-NARROWS	11	▲	▲	11	▲		--
CHIPMAN ELEM.	25	▲	▲	26	●		--
COLES ISLAND	6	▲	●	6	▲		--
GAGETOWN	24	▲	▲	24	▲		--
GEARY ELEM.	23	▲	▲	25	▲		--
GESNER STREET ELEM.	69	▲	▲	42	▲	28	▲
HUBBARD AVE. ELEM.	23	■	▲	21	▲		--
LOWER LINCOLN	41	■	■	41	▲		--
MINTO ELEM/MIDDLE	68	▲	■	51	▲	16	▲
SUMMERHILL STREET	69	▲	Pilot	53	▲	14	▲
SUNBURY WEST	36	▲	▲	36	▲		--
DISTRICT 17	**442**	▲	▲	**375**	▲	**66**	▲
ALEXANDER GIBSON	59	▲	▲	38	▲	21	●
BARKERS POINT	42	▲	▲	19	▲	16	▲
CONNAUGHT STREET	43	▲	▲	18	●	25	●
DOAKTOWN PRIMARY	20	■	▲	19	▲		--
DOUGLAS	8	▲	▲	8	▲		--
GARDEN CREEK	46	▲	▲	23	▲	21	▲
HARVEY ELEM.	37	■	▲	19	▲	17	▲
KESWICK RIDGE	20	▲	Pilot	21	●		--
KINGSCLEAR CONS.	12	▲	●	12	▲		--
LIVERPOOL STREET	58	▲	▲	25	▲	32	●
MCADAM AVENUE	29	▲	▲	28	▲		--
MCADAM ELEM.	18	▲	▲	16	▲		--
MONTGOMERY ST.	28	●	●	28	●		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NASHWAAK VALLEY	17	▲	●	13	▲		--
NASHWAAKSIS MEM.	37	▲	▲	12	▲	22	▲
NEW MARYLAND	96	▲	▲	50	▲	40	▲
PARK STREET	51	●	●	25	●	25	▲
PRIESTMAN STREET	74	▲	▲	46	▲	29	●
ROYAL ROAD	61	▲	▲	32	▲	25	▲
SOUTH DEVON	37	■	■	35	■		--
STANLEY ELEM.	26	▲	▲	26	▲		--
UPPER MIRAMICHI	25	■	▲	22	▲		--
DISTRICT 18	**844**	▲	▲	**535**	▲	**273**	▲
PROVINCE	**6019**	▲	▲	**4347**	▲	**1531**	▲

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Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NORTH & SOUTH ESK E	27	▲	▲	27	▲		--
REXTON ELEM.	79	▲	▲	79	▲		--
ST. ANDREWS ELEM.	38	▲	Pilot	38	▲		--
TABUSINTAC ELEM.	8	■	■	8	▲		--
DISTRICT 16	**465**	▲	▲	**388**	▲	**70**	▲
ASSINIBOINE AVE.	47	■	▲	39	▲	8	▲
CAMBRIDGE-NARROWS	11	▲	▲	11	▲		--
CHIPMAN ELEM.	25	▲	▲	26	●		--
COLES ISLAND	6	▲	●	6	▲		--
GAGETOWN	24	▲	▲	24	▲		--
GEARY ELEM.	23	▲	▲	25	▲		--
GESNER STREET ELEM.	69	▲	▲	42	▲	28	▲
HUBBARD AVE. ELEM.	23	■	▲	21	▲		--
LOWER LINCOLN	41	■	■	41	▲		--
MINTO ELEM/MIDDLE	68	▲	■	51	▲	16	▲
SUMMERHILL STREET	69	▲	Pilot	53	▲	14	▲
SUNBURY WEST	36	▲	▲	36	▲		--
DISTRICT 17	**442**	▲	▲	**375**	▲	**66**	▲
ALEXANDER GIBSON	59	▲	▲	38	▲	21	●
BARKERS POINT	42	▲	▲	19	▲	16	▲
CONNAUGHT STREET	43	▲	▲	18	●	25	●
DOAKTOWN PRIMARY	20	■	▲	19	▲		--
DOUGLAS	8	▲	▲	8	▲		--
GARDEN CREEK	46	▲	▲	23	▲	21	▲
HARVEY ELEM.	37	■	▲	19	▲	17	▲
KESWICK RIDGE	20	▲	Pilot	21	●		--
KINGSCLEAR CONS.	12	▲	●	12	▲		--
LIVERPOOL STREET	58	▲	▲	25	▲	32	●
MCADAM AVENUE	29	▲	▲	28	▲		--
MCADAM ELEM.	18	▲	▲	16	▲		--
MONTGOMERY ST.	28	●	●	28	●		--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2001-2002

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
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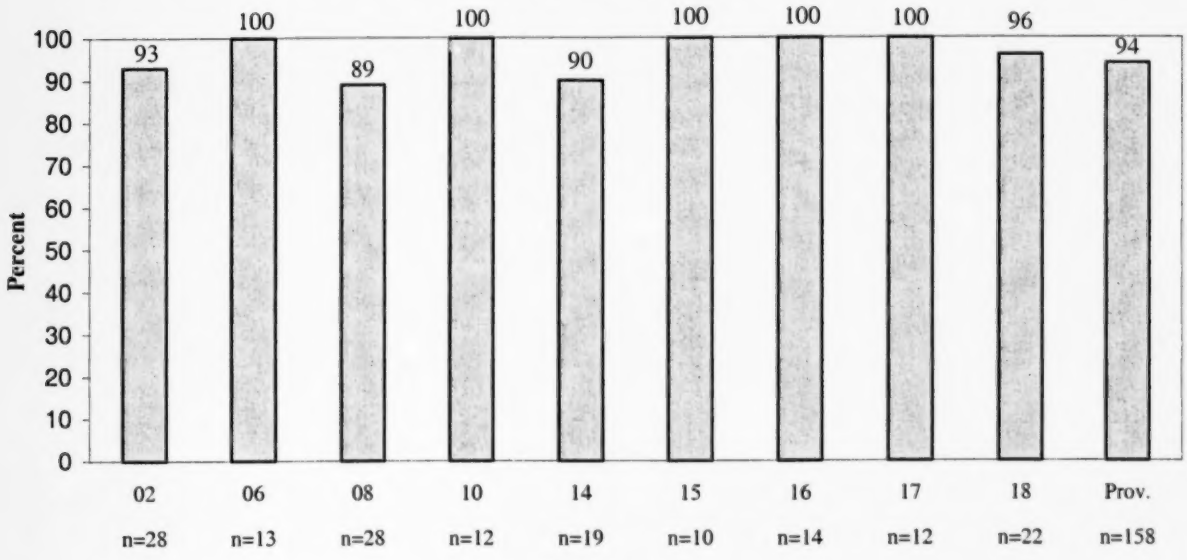
NASHWAAKSIS MEM.	37	▲	▲	12	▲	22	▲
NEW MARYLAND	96	▲	▲	50	▲	40	▲
PARK STREET	51	●	●	25	●	25	▲
PRIESTMAN STREET	74	▲	▲	46	▲	29	●
ROYAL ROAD	61	▲	▲	32	▲	25	▲
SOUTH DEVON	37	■	■	35	■		--
STANLEY ELEM.	26	▲	▲	26	▲		--
UPPER MIRAMICHI	25	■	▲	22	▲		--
DISTRICT 18	**844**	▲	▲	**535**	▲	**273**	▲
PROVINCE	**6019**	▲	▲	**4347**	▲	**1531**	▲

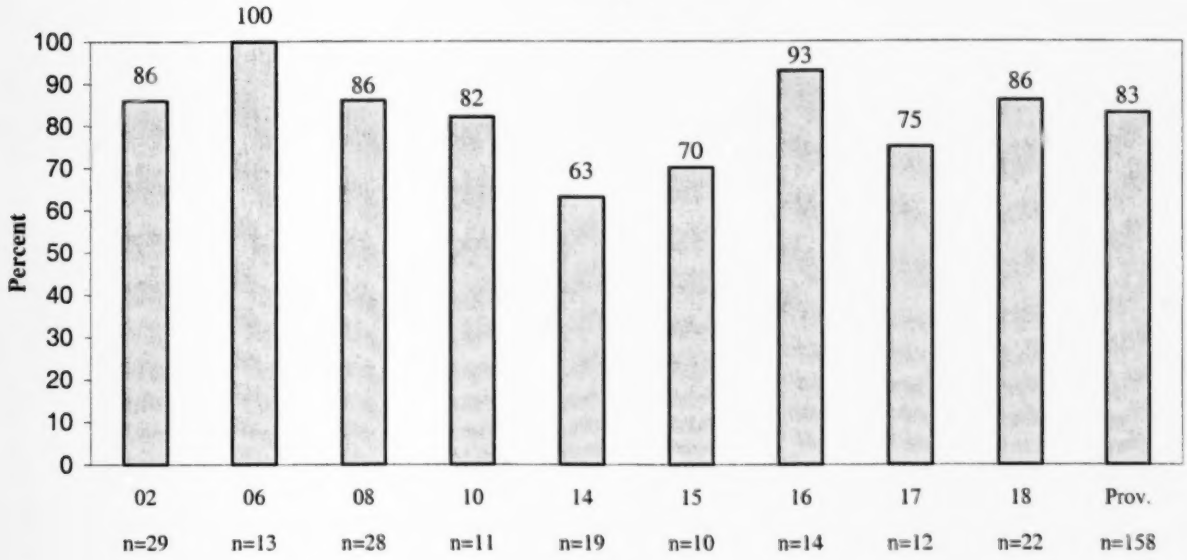
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade Three 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Reading - English



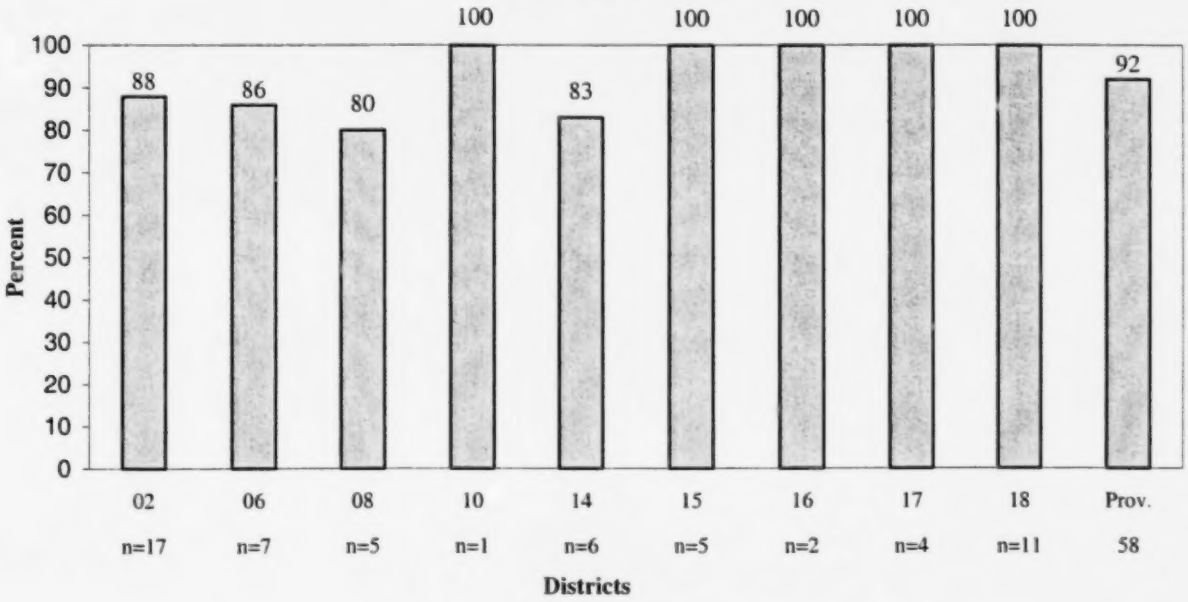
n = number of schools assessed in district

Provincial Assessment at Grade Three 2000-2001
Percent of Schools Meeting or Exceeding Expectations
Reading - English



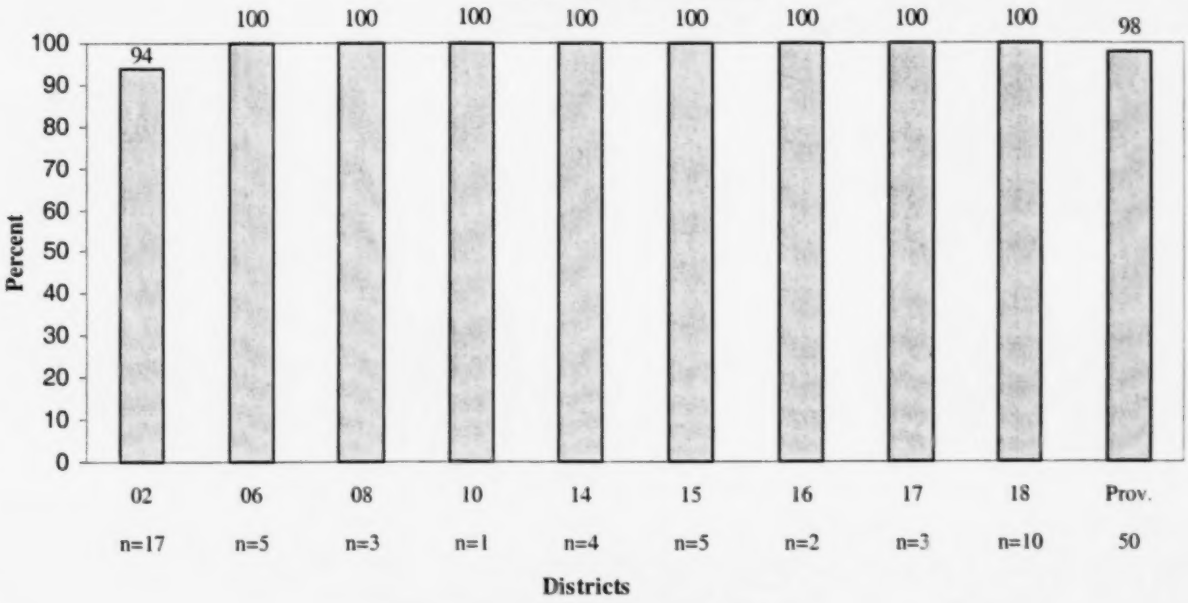
n = number of schools assessed in district

Provincial Assessment at Grade Three 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Reading - Immersion



n = number of schools assessed in district

Provincial Assessment at Grade Three 2000-2001
Percent of Schools Meeting or Exceeding Expectations
Reading - Immersion

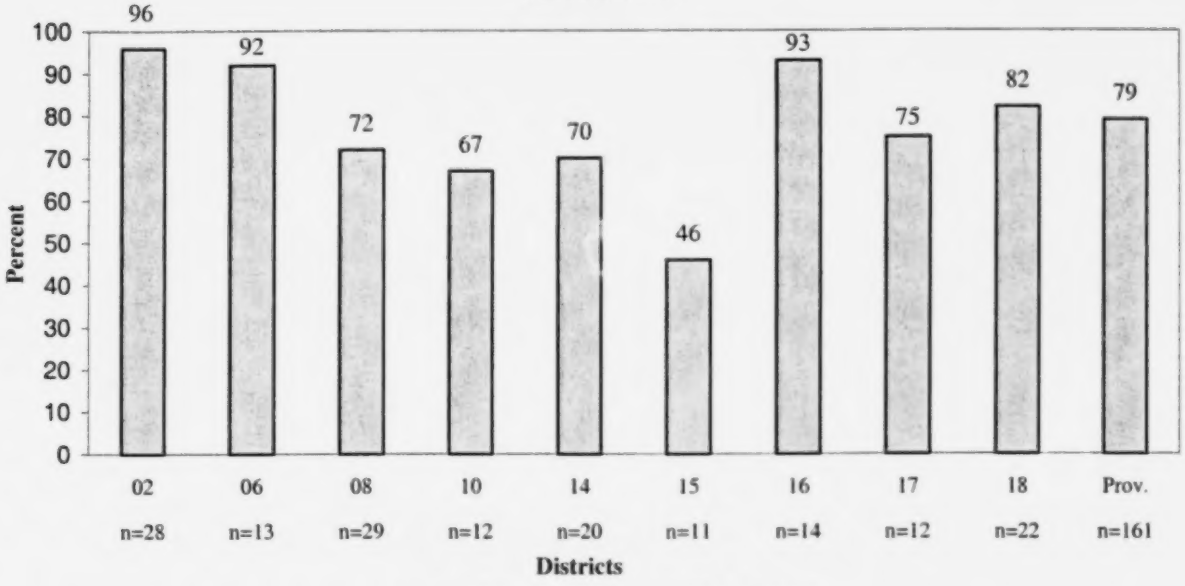


n = number of schools assessed in district

Provincial Assessment at Grade Three 2001-2002

Percent of Schools Meeting or Exceeding Expectations

Mathematics

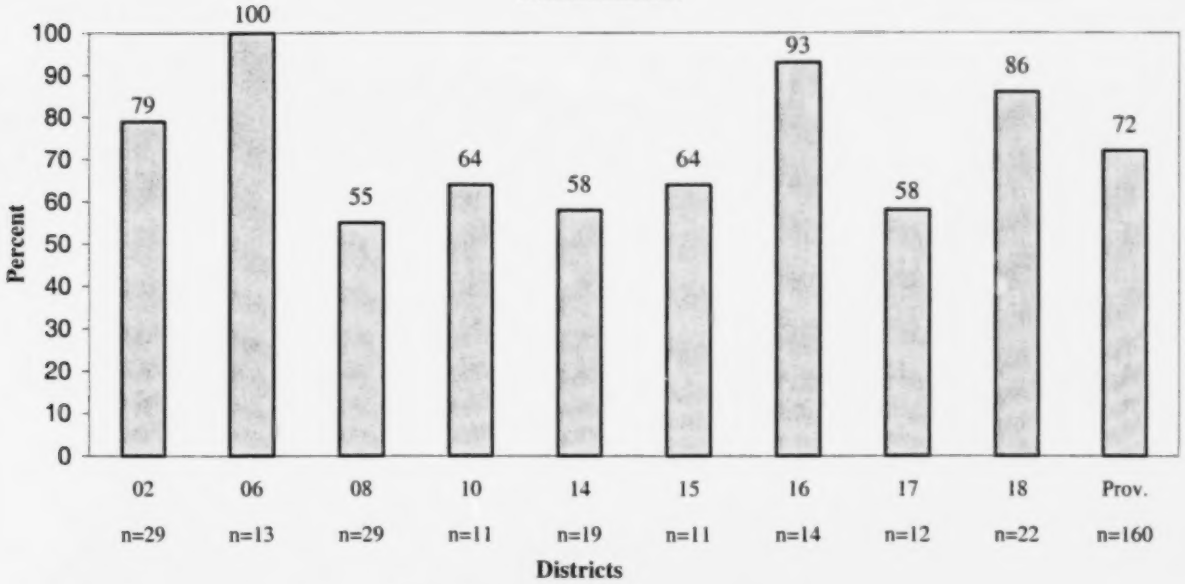


n = number of schools assessed in district

Provincial Assessment at Grade Three 2000-2001

Percent of Schools Meeting or Exceeding Expectations

Mathematics

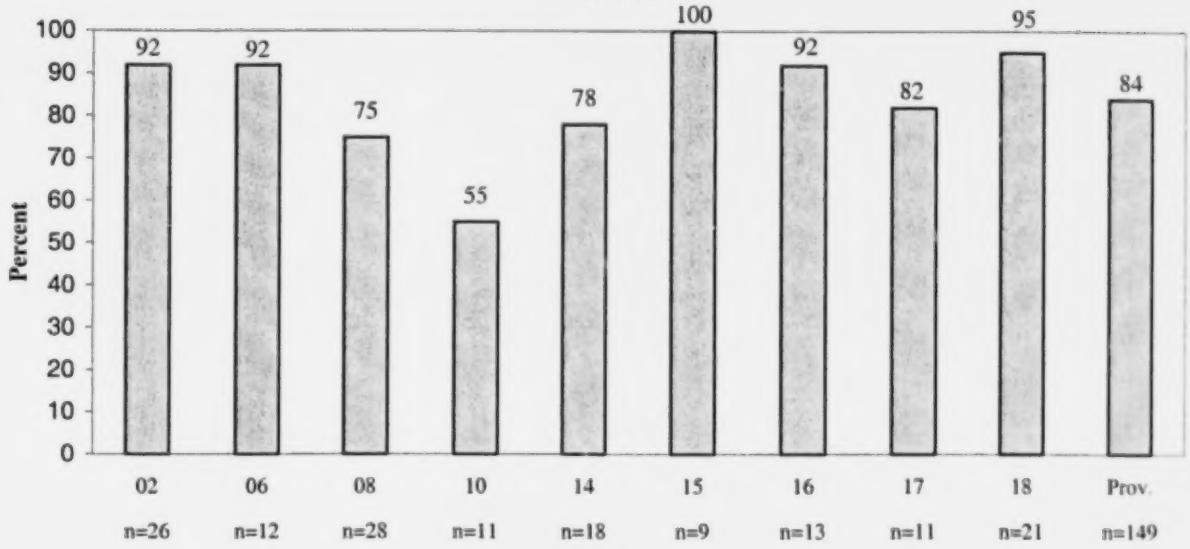


n = number of schools assessed in district

Provincial Assessment at Grade Three 2001-2002

Percent of Schools Meeting or Exceeding Expectations

Science

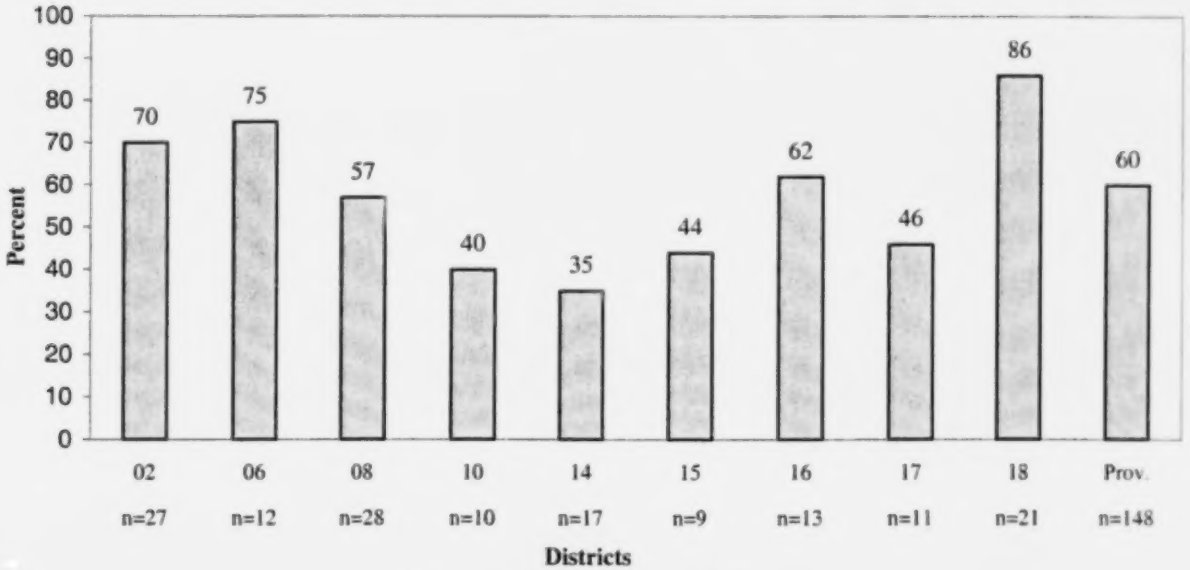


n = number of schools assessed in district

Provincial Assessment at Grade Three 2000-2001

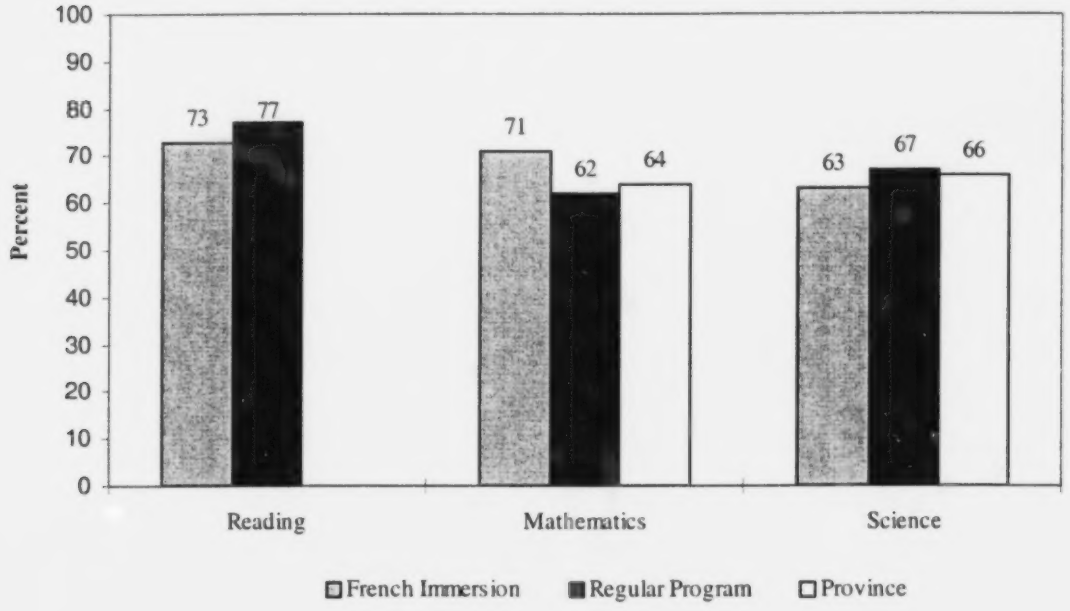
Percent of Schools Meeting or Exceeding Expectations

Science

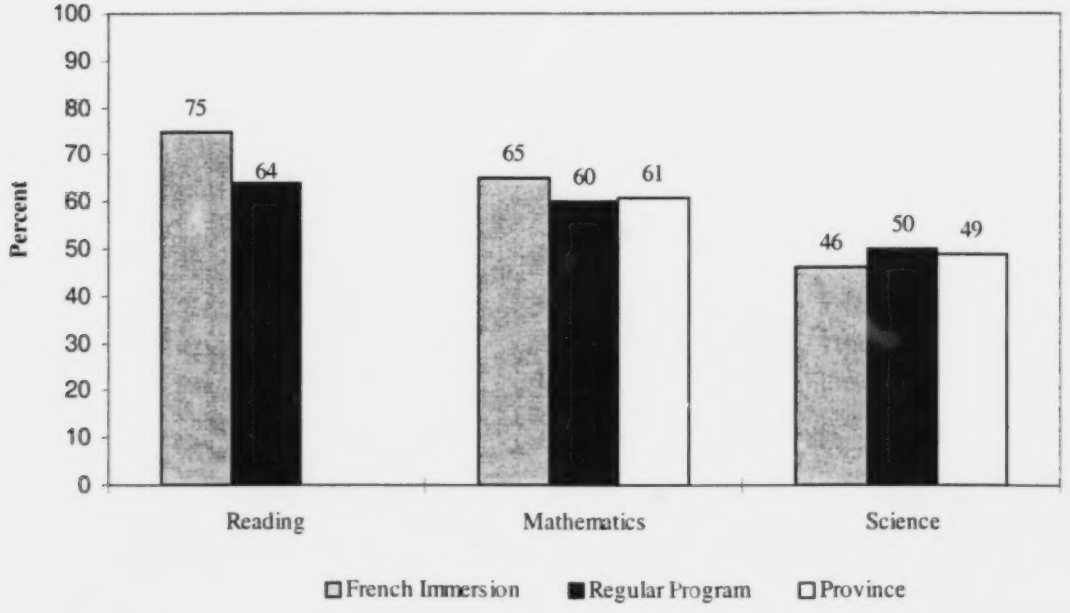


n = number of schools assessed in district

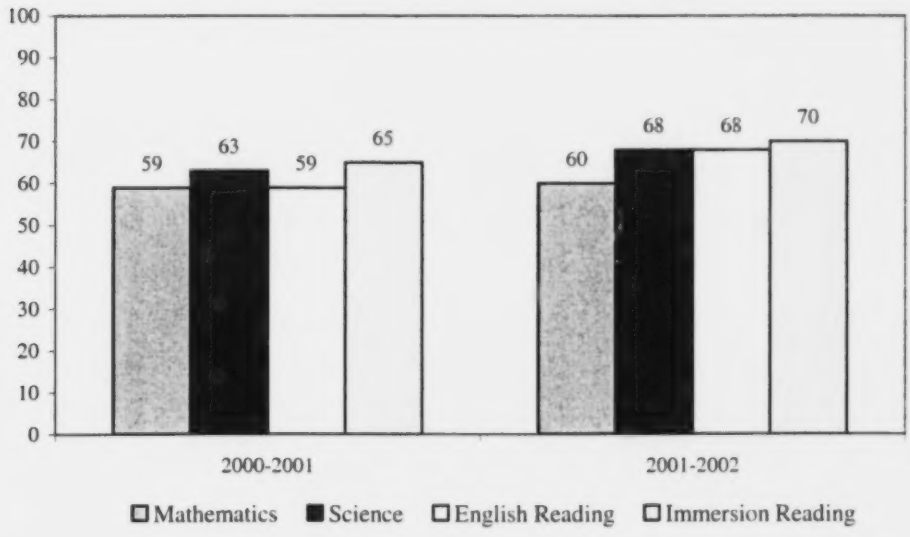
Provincial Assessment at Grade Three 2001-2002
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



Provincial Assessment at Grade Three 2000-2001
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



Grade 3 Assessment - Provincial Averages



Provincial Assessment at Grade 5

Background

As the second component of the annual elementary testing program, the Provincial Assessment at Grade 5 was also administered in the spring, and highlighted student achievement at the end of six years of schooling. Students were tested in reading, writing, mathematics and science. Group results by school were reported with expectations levels again established by practitioners and parents.

Findings

- Approximately 6100 students participated in the assessment. The exemption rate was 5%, up from 4% in 2000-2001.
- Results in reading showed that 96% of schools met or exceeded expectations compared to 98% previously. Results went up in mathematics: 74% in 2001-2002 and 68% the year before. In science, 79% of schools met or exceeded expectations, down from 82% in 2000-2001.
- For demand writing (Writing I), 49% of the students achieved acceptable or higher levels, which was two percent less than the previous year. They fared somewhat better on the longer writing task (Writing II), where 58% were at acceptable or higher in 2001-2002 compared to 60%.
- Gender differences were apparent with females performing better than males in reading (85% met or exceeded expectations compared to 80%); Writing I (58% at acceptable or better compared to 41%) and Writing II (67% compared to 50%). In science and mathematics, results were better for males: 71% met or exceeded expectations compared to 62% for females and 64% compared to 60% respectively.
- At the grade 5 level, 22% of the student population was enrolled in the French Immersion program and 78% in the English program.
- French Immersion students outperformed students in the regular program in mathematics, with 68% of French Immersion students meeting or exceeding mathematics expectations compared to 60% for other students; in science, the percentages for both were 67%.
- Results in reading were different for French Immersion and regular program students. Eighty-eight percent of French Immersion and 81% of students in the regular program met or exceeded expectations.
- French Immersion students achieved better writing results than those in English classes: Writing I saw 57% of French Immersion students achieving acceptable or higher ratings while the figure was 47% for students in the regular program; for Writing II, 63% of French Immersion students were at acceptable or higher as opposed to a 57% achievement rate for those in the regular program.

Follow-up

- The grade 5 results provide indicators to districts and schools about curricular areas which might need particular emphasis. Schools, for example, continue to review their delivery of mathematics in an effort to make gains in achievement.

- Schools are using the grade 5 assessment results, together with those of the Provincial Assessment at Grade 3, in the school improvement planning process.

Provincial Assessment at Grade 5 2001-2002

In reading the following chart, you can see that at Claude D. Taylor School, 80 students participated in the Provincial Assessment at Grade 5. The school met expectations in mathematics, science, and reading. For Writing I, 53% of the students achieved an acceptable or better rating and the percentage was 49% for Writing II.

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
BEAVERBROOK	29	■	■	▲	47	45
BESSBOROUGH	64	▲	▲	▲	61	69
BIRCHMOUNT	54	▲	▲	▲	20	70
CLAUDE D. TAYLOR	80	▲	▲	▲	53	49
DORCHESTER CONS.	13	■	■	▲	36	43
EDITH CAVELL	31	■	■	▲	19	45
ELGIN ELEMENTARY	11	▲	▲	▲	55	64
EVERGREEN PARK	104	▲	Pilot	▲	72	81
FRANK L. BOWSER	62	▲	▲	▲	61	65
GUNNINGSVILLE	44	▲	▲	▲	49	66
HAVELOCK	23	▲	Pilot	▲	65	65
HILLCREST	24	▲	▲	▲	23	31
HILLSBOROUGH ELEM.	47	▲	▲	▲	52	56
JMA ARMSTRONG	84	▲	▲	▲	62	64
LEWISVILLE MIDDLE	85	▲	■	▲	54	49
LOU MACNARIN	46	▲	▲	▲	51	62
LOWER COVERDALE	8	▲	▲	▲	89	67
MAGNETIC HILL	47	▲	▲	▲	56	54
MARSHVIEW MIDDLE	103	▲	▲	▲	61	75
MOUNTAIN VIEW	16	▲	▲	▲	38	69
PETITCODIAC REG.	35	▲	▲	▲	43	37
PORT ELGIN REG.	27	▲	▲	▲	50	73
QUEEN ELIZABETH	66	▲	▲	▲	52	51
RIVERSIDE CONS.	17	▲	▲	▲	11	59
SHEDIAC CAPE	26	■	▲	▲	52	35
SUNNY BRAE MIDDLE	51	▲	▲	▲	48	42
WEST RIVERVIEW	44	▲	■	▲	64	68
DISTRICT 02	**1241**	▲	▲	▲	**53**	**60**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2001-2002

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
APOHAQUI	14	▲	▲	●	57	71
BELLEISLE ELEM.	39	▲	▲	▲	29	54
FAIRVALE	82	▲	▲	▲	64	73
HAMMOND RIVER VAL	22	■	▲	▲	65	60
HAMPTON ELEM.	99	■	▲	▲	40	66
KENNEBECASIS PARK	22	▲	▲	▲	59	73
LAKEFIELD ELEM.	77	▲	▲	▲	54	67
MACDONALD CONS.	41	■	■	▲	63	56
NORTON ELEM.	20	■	▲	▲	50	65
QUISPAMSIS ELEM.	96	▲	▲	▲	54	65
ROTHESAY ELEM.	103	▲	Pilot	▲	53	73
SUSSEX CORNER ELEM	59	■	▲	▲	28	50
SUSSEX ELEMENTARY	82	▲	▲	▲	45	61
DISTRICT 06	**756**	▲	▲	▲	**50**	**65**
BARNHILL MEMORIAL	22	▲	▲	▲	48	22
BAYVIEW	38	▲	Pilot	▲	62	59
BROWNS FLAT	13	▲	▲	▲	39	46
CENTENNIAL	53	■	■	▲	27	20
CHAMPLAIN HEIGHTS	59	▲	▲	▲	75	67
FOREST HILLS ELEM.	53	■	■	▲	20	29
FUNDY SHORES	15	▲	▲	▲	47	40
GLEN FALLS	28	▲	▲	▲	82	75
GRANDVIEW AVENUE	27	▲	▲	▲	48	67
HAVELOCK	24	▲	▲	▲	54	62
HAZEN WHITE-ST. FRA.	18	■	■	▲	35	29
HOLY TRINITY	14	▲	▲	▲	43	43
INGLEWOOD	43	●	▲	●	74	77
ISLAND VIEW	58	▲	▲	▲	54	75
LAKEWOOD	22	▲	▲	▲	62	64
LAKEWOOD HEIGHTS	25	▲	▲	▲	48	76
LATIMORE LAKE	8	▲	▲	▲	13	50
LOCH LOMOND	61	▲	▲	▲	48	57
M. GERALD TEED MEM	49	▲	▲	▲	41	71
MILLIDGEVILLE N.	99	■	■	▲	51	62
MORNA HEIGHTS	20	▲	▲	▲	55	65

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Provincial Assessment at Grade 5 2001-2002

In reading the following chart, you can see that at Claude D. Taylor School, 80 students participated in the Provincial Assessment at Grade 5. The school met expectations in mathematics, science, and reading. For Writing I, 53% of the students achieved an acceptable or better rating and the percentage was 49% for Writing II.

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GUNNINGSVILLE	44	▲	▲	▲	49	66
HAVELOCK	23	▲	Pilot	▲	65	65
HILLCREST	24	▲	▲	▲	23	31
HILLSBOROUGH ELEM.	47	▲	▲	▲	52	56
JMA ARMSTRONG	84	▲	▲	▲	62	64
LEWISVILLE MIDDLE	85	▲	■	▲	54	49
LOU MACNARIN	46	▲	▲	▲	51	62
LOWER COVERDALE	8	▲	▲	▲	89	67
MAGNETIC HILL	47	▲	▲	▲	56	54
MARSHVIEW MIDDLE	103	▲	▲	▲	61	75
MOUNTAIN VIEW	16	▲	▲	▲	38	69
PETITCODIAC REG.	35	▲	▲	▲	43	37
PORT ELGIN REG.	27	▲	▲	▲	50	73
QUEEN ELIZABETH	66	▲	▲	▲	52	51
RIVERSIDE CONS.	17	▲	▲	▲	11	59
SHEDIAC CAPE	26	■	▲	▲	52	35
SUNNY BRAE MIDDLE	51	▲	▲	▲	48	42
WEST RIVERVIEW	44	▲	■	▲	64	68
DISTRICT 02	**1241**	▲	▲	▲	**53**	**60**

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Provincial Assessment at Grade 5 2001-2002

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HAMMOND RIVER VAL	22	■	▲	▲	65	60
HAMPTON ELEM.	99	■	▲	▲	40	66
KENNEBECASIS PARK	22	▲	▲	▲	59	73
LAKEFIELD ELEM.	77	▲	▲	▲	54	67
MACDONALD CONS.	41	■	■	▲	63	56
NORTON ELEM.	20	■	▲	▲	50	65
QUISPAMSIS ELEM.	96	▲	▲	▲	54	65
ROTHESAY ELEM.	103	▲	Pilot	▲	53	73
SUSSEX CORNER ELEM	59	■	▲	▲	28	50
SUSSEX ELEMENTARY	82	▲	▲	▲	45	61
DISTRICT 06	**756**	▲	▲	▲	**50**	**65**
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BAYVIEW	38	▲	Pilot	▲	62	59
BROWNS FLAT	13	▲	▲	▲	39	46
CENTENNIAL	53	■	■	▲	27	20
CHAMPLAIN HEIGHTS	59	▲	▲	▲	75	67
FOREST HILLS ELEM.	53	■	■	▲	20	29
FUNDY SHORES	15	▲	▲	▲	47	40
GLEN FALLS	28	▲	▲	▲	82	75
GRANDVIEW AVENUE	27	▲	▲	▲	48	67
HAVELOCK	24	▲	▲	▲	54	62
HAZEN WHITE-ST. FRA.	18	■	■	▲	35	29
HOLY TRINITY	14	▲	▲	▲	43	43
INGLEWOOD	43	●	▲	●	74	77
ISLAND VIEW	58	▲	▲	▲	54	75
LAKEWOOD	22	▲	▲	▲	62	64
LAKEWOOD HEIGHTS	25	▲	▲	▲	48	76
LATIMORE LAKE	8	▲	▲	▲	13	50
LOCH LOMOND	61	▲	▲	▲	48	57
M. GERALD TEED MEM	49	▲	▲	▲	41	71
MILLIDGEVILLE N.	99	■	■	▲	51	62
MORNA HEIGHTS	20	▲	▲	▲	55	65

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Provincial Assessment at Grade 5 2001-2002

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
PRINCE CHARLES	19	■	▲	▲	11	5
PRINCESS ELIZABETH	22	■	■	▲	39	26
SEAWOOD	14	▲	▲	●	62	77
ST. JOHN THE BAPTIST	17	▲	▲	▲	77	71
ST. MARTINS	24	■	▲	▲	44	52
ST. PATRICK'S	47	▲	▲	▲	66	60
ST. ROSE	41	▲	▲	▲	59	71
WESTFIELD	50	▲	▲	▲	52	60
DISTRICT 08	**983**	▲	▲	▲	**51**	**57**
BACK BAY	9	■	▲	▲	56	56
BLACKS HARBOUR	38	▲	▲	▲	53	66
CAMPOBELLO ISLAND	15	▲	▲	▲	13	33
DEER ISLAND CONS.	11	■	■	▲	0	40
GRAND MANAN COM	34	▲	▲	▲	35	44
LAWRENCE STATION	9	▲	▲	▲	75	75
MILLTOWN ELEM.	41	▲	▲	▲	50	45
ST. GEORGE ELEM.	43	▲	▲	▲	24	52
ST. STEPHEN ELEM.	75	▲	▲	▲	44	58
VINCENT MASSEY EL.	31	▲	Pilot	▲	42	69
WHITE HEAD ELEM.	3	■	■	▲	33	67
DISTRICT 10	**309**	▲	▲	▲	**40**	**55**
ANDOVER ELEM.	65	■	▲	▲	35	39
AROOSTOOK ELEM.	8	▲	▲	▲	25	75
BATH MIDDLE	20	■	■	▲	35	55
BRISTOL ELEM.	25	■	■	▲	24	24
CANTERBURY HIGH	13	●	▲	▲	39	54
CENTRAL CARLETON	57	▲	▲	▲	50	53
CENTREVILLE MIDDLE	31	▲	■	▲	24	48
DEBEC ELEM.	20	▲	▲	▲	20	55
DONALD FRASER MEM	45	■	■	▲	36	44
FLORENCEVILLE EL.	37	▲	▲	▲	51	57
JOHN CALDWELL	36	■	■	▲	44	50
JUNIPER ELEM.	4	▲	■	■	75	25
KESWICK VALLEY	27	■	■	▲	22	22

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2001-2002

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
MILLVILLE ELEM.	8	▲	▲	▲	25	38
NACKAWIC ELEM.	45	▲	▲	▲	51	73
NEW DENMARK	16	■	Pilot	▲	38	25
SOUTHERN CARLETON	69	▲	▲	▲	48	58
ST. MARY'S ACADEMY	13	▲	■	▲	46	62
WOODSTOCK CENT.	65	▲	Pilot	▲	57	64
DISTRICT 14	**604**	▲	▲	▲	**41**	**51**
BELLEDUNE	2	▲	▲	▲	50	0
CAMPBELLTON MID.	69	■	▲	▲	35	47
CORONATION PARK	46	■	Pilot	▲	54	57
JACQUET RIVER	28	▲	▲	▲	44	54
JANEVILLE ELEM.	16	▲	▲	▲	47	50
L E REINSBOROUGH	47	▲	Pilot	▲	75	71
LORNE	4	■	■	▲	25	25
PARKWOOD ELEM.	54	▲	▲	▲	53	57
SOUTH BATHURST EL.	41	▲	▲	▲	61	71
TIDE HEAD	6	▲	▲	▲	86	71
DISTRICT 15	**313**	▲	▲	▲	**53**	**58**
BLACKVILLE	42	▲	▲	▲	81	79
CROFT ELEM.	56	▲	▲	▲	70	68
GRETNA GREEN ELEM.	40	▲	▲	▲	73	73
HARCOURT	7	▲	▲	▲	86	43
HARKINS ELEM.	45	■	■	▲	29	40
MILLERTON ELEM/JR	16	●	●	●	82	88
MIRAMICHI RURAL	8	▲	▲	▲	75	88
NAPAN ELEM.	9	▲	▲	▲	30	40
NELSON RURAL	32	▲	■	▲	32	48
NORTH & SOUTH ESK	45	▲	▲	▲	56	49
REXTON ELEM.	80	▲	▲	▲	69	66
ST. ANDREWS ELEM.	95	▲	Pilot	▲	38	53
TABUSINTAC ELEM.	14	■	▲	▲	29	36
DISTRICT 16	**489**	▲	▲	▲	**56**	**60**
ASSINIBOINE AVE.	33	■	▲	▲	41	59
CAMBRIDGE-NARROWS	16	■	▲	▲	38	31

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2001-2002

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
PRINCE CHARLES	19	■	▲	▲	11	5
PRINCESS ELIZABETH	22	■	■	▲	39	26
SEAWOOD	14	▲	▲	●	62	77
ST. JOHN THE BAPTIST	17	▲	▲	▲	77	71
ST. MARTINS	24	■	▲	▲	44	52
ST. PATRICK'S	47	▲	▲	▲	66	60
ST. ROSE	41	▲	▲	▲	59	71
WESTFIELD	50	▲	▲	▲	52	60
DISTRICT 08	**983**	▲	▲	▲	**51**	**57**
BACK BAY	9	■	▲	▲	56	56
BLACKS HARBOUR	38	▲	▲	▲	53	66
CAMPOBELLO ISLAND	15	▲	▲	▲	13	33
DEER ISLAND CONS.	11	■	■	▲	0	40
GRAND MANAN COM	34	▲	▲	▲	35	44
LAWRENCE STATION	9	▲	▲	▲	75	75
MILLTOWN ELEM.	41	▲	▲	▲	50	45
ST. GEORGE ELEM.	43	▲	▲	▲	24	52
ST. STEPHEN ELEM.	75	▲	▲	▲	44	58
VINCENT MASSEY EL.	31	▲	Pilot	▲	42	69
WHITE HEAD ELEM.	3	■	■	▲	33	67
DISTRICT 10	**309**	▲	▲	▲	**40**	**55**
ANDOVER ELEM.	65	■	▲	▲	35	39
AROOSTOOK ELEM.	8	▲	▲	▲	25	75
BATH MIDDLE	20	■	■	▲	35	55
BRISTOL ELEM.	25	■	■	▲	24	24
CANTERBURY HIGH	13	●	▲	▲	39	54
CENTRAL CARLETON	57	▲	▲	▲	50	53
CENTREVILLE MIDDLE	31	▲	■	▲	24	48
DEBEC ELEM.	20	▲	▲	▲	20	55
DONALD FRASER MEM	45	■	■	▲	36	44
FLORENCEVILLE EL.	37	▲	▲	▲	51	57
JOHN CALDWELL	36	■	■	▲	44	50
JUNIPER ELEM.	4	▲	■	■	75	25
KESWICK VALLEY	27	■	■	▲	22	22

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SOUTHERN CARLETON	69	▲	▲	▲	48	58
ST. MARY'S ACADEMY	13	▲	■	▲	46	62
WOODSTOCK CENT.	65	▲	Pilot	▲	57	64
DISTRICT 14	**604**	▲	▲	▲	**41**	**51**
BELLEDUNE	2	▲	▲	▲	50	0
CAMPBELLTON MID.	69	■	▲	▲	35	47
CORONATION PARK	46	■	Pilot	▲	54	57
JACQUET RIVER	28	▲	▲	▲	44	54
JANEVILLE ELEM.	16	▲	▲	▲	47	50
L E REINSBOROUGH	47	▲	Pilot	▲	75	71
LORNE	4	■	■	▲	25	25
PARKWOOD ELEM.	54	▲	▲	▲	53	57
SOUTH BATHURST EL.	41	▲	▲	▲	61	71
TIDE HEAD	6	▲	▲	▲	86	71
DISTRICT 15	**313**	▲	▲	▲	**53**	**58**
BLACKVILLE	42	▲	▲	▲	81	79
CROFT ELEM.	56	▲	▲	▲	70	68
GRETNA GREEN ELEM.	40	▲	▲	▲	73	73
HARCOURT	7	▲	▲	▲	86	43
HARKINS ELEM.	45	■	■	▲	29	40
MILLERTON ELEM/JR	16	●	●	●	82	88
MIRAMICHI RURAL	8	▲	▲	▲	75	88
NAPAN ELEM.	9	▲	▲	▲	30	40
NELSON RURAL	32	▲	■	▲	32	48
NORTH & SOUTH ESK	45	▲	▲	▲	56	49
REXTON ELEM.	80	▲	▲	▲	69	66
ST. ANDREWS ELEM.	95	▲	Pilot	▲	38	53
TABUSINTAC ELEM.	14	■	▲	▲	29	36
DISTRICT 16	**489**	▲	▲	▲	**56**	**60**
ASSINIBOINE AVE.	33	■	▲	▲	41	59
CAMBRIDGE-NARROWS	16	■	▲	▲	38	31

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Provincial Assessment at Grade 5 2001-2002

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
CHIPMAN ELEM.	39	▲	▲	▲	23	55
COLES ISLAND	9	▲	▲	▲	56	89
GAGETOWN	17	▲	▲	▲	35	71
GEARY ELEM.	18	▲	▲	▲	53	53
GESNER ST. ELEM.	71	▲	▲	▲	54	52
HUBBARD AVE. ELEM.	22	■	▲	▲	37	42
LOWER LINCOLN	37	■	■	▲	49	41
MINTO ELEM/MIDDLE	56	▲	▲	▲	55	58
SUMMERHILL STREET	69	▲	Pilot	▲	57	54
SUNBURY WEST	35	▲	▲	▲	50	60
DISTRICT 17	**422**	▲	▲	▲	**48**	**54**
ALEXANDER GIBSON	55	▲	▲	▲	58	50
BARKERS POINT	38	▲	▲	▲	36	36
CONNAUGHT STREET	39	▲	▲	▲	63	76
DOAKTOWN CONS.	18	▲	▲	▲	67	61
DOUGLAS	22	▲	▲	▲	48	61
GARDEN CREEK	81	▲	▲	▲	42	67
HARVEY ELEM.	35	▲	■	▲	24	32
KESWICK RIDGE	35	▲	Pilot	●	67	83
KINGSCLEAR CONS.	12	▲	▲	▲	75	58
LIVERPOOL STREET	50	▲	▲	▲	19	71
MCADAM AVENUE	23	▲	▲	▲	61	64
MCADAM ELEM.	23	●	●	▲	27	64
MONTGOMERY ST.	30	●	▲	▲	52	83
NASHWAAK VALLEY	24	▲	▲	▲	48	44
NASHWAAKSIS MEM.	38	▲	▲	▲	43	43
NEW MARYLAND	101	▲	▲	▲	43	63
PARK STREET	63	▲	▲	▲	51	54
PRIESTMAN STREET	78	▲	▲	▲	74	78
ROYAL ROAD	52	▲	▲	▲	52	67
SOUTH DEVON	30	■	■	■	46	39
STANLEY ELEM.	31	▲	▲	▲	55	71
UPPER MIRAMICHI	29	■	■	▲	59	60
DISTRICT 18	**907**	▲	▲	▲	**50**	**61**
PROVINCE	**6106**	▲	▲	▲	**49**	**58**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2001-2002

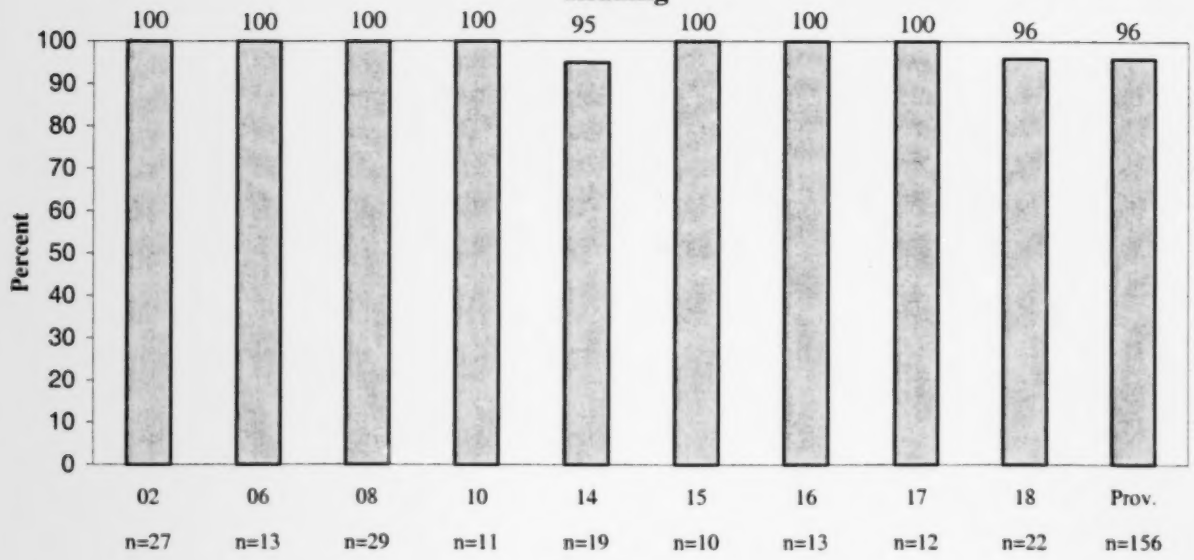
School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
CHIPMAN ELEM.	39	▲	▲	▲	23	55
COLES ISLAND	9	▲	▲	▲	56	89
GAGETOWN	17	▲	▲	▲	35	71
GEARY ELEM.	18	▲	▲	▲	53	53
GESNER ST. ELEM.	71	▲	▲	▲	54	52
HUBBARD AVE. ELEM.	22	■	▲	▲	37	42
LOWER LINCOLN	37	■	■	▲	49	41
MINTO ELEM/MIDDLE	56	▲	▲	▲	55	58
SUMMERHILL STREET	69	▲	Pilot	▲	57	54
SUNBURY WEST	35	▲	▲	▲	50	60
DISTRICT 17	**422**	▲	▲	▲	**48**	**54**
ALEXANDER GIBSON	55	▲	▲	▲	58	50
BARKERS POINT	38	▲	▲	▲	36	36
CONNAUGHT STREET	39	▲	▲	▲	63	76
DOAKTOWN CONS.	18	▲	▲	▲	67	61
DOUGLAS	22	▲	▲	▲	48	61
GARDEN CREEK	81	▲	▲	▲	42	67
HARVEY ELEM.	35	▲	■	▲	24	32
KESWICK RIDGE	35	▲	Pilot	●	67	83
KINGSCLEAR CONS.	12	▲	▲	▲	75	58
LIVERPOOL STREET	50	▲	▲	▲	19	71
MCADAM AVENUE	23	▲	▲	▲	61	64
MCADAM ELEM.	23	●	●	▲	27	64
MONTGOMERY ST.	30	●	▲	▲	52	83
NASHWAAK VALLEY	24	▲	▲	▲	48	44
NASHWAAKSIS MEM.	38	▲	▲	▲	43	43
NEW MARYLAND	101	▲	▲	▲	43	63
PARK STREET	63	▲	▲	▲	51	54
PRIESTMAN STREET	78	▲	▲	▲	74	78
ROYAL ROAD	52	▲	▲	▲	52	67
SOUTH DEVON	30	■	■	■	46	39
STANLEY E' EM.	31	▲	▲	▲	55	71
UPPER MIRAMICHI	29	■	■	▲	59	60
DISTRICT 18	**907**	▲	▲	▲	**50**	**61**
PROVINCE	**6106**	▲	▲	▲	**49**	**58**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade Five 2001-2002

Percent of Schools Meeting or Exceeding Expectations

Reading



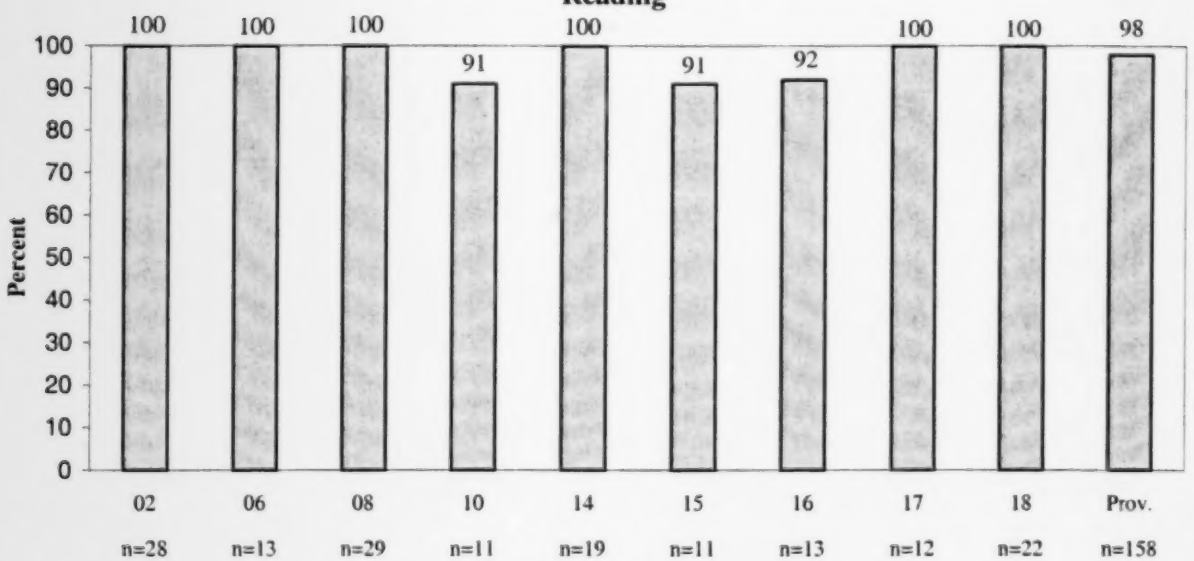
Districts

n = number of schools assessed in district

Provincial Assessment at Grade Five 2000-2001

Percent of Schools Meeting or Exceeding Expectations

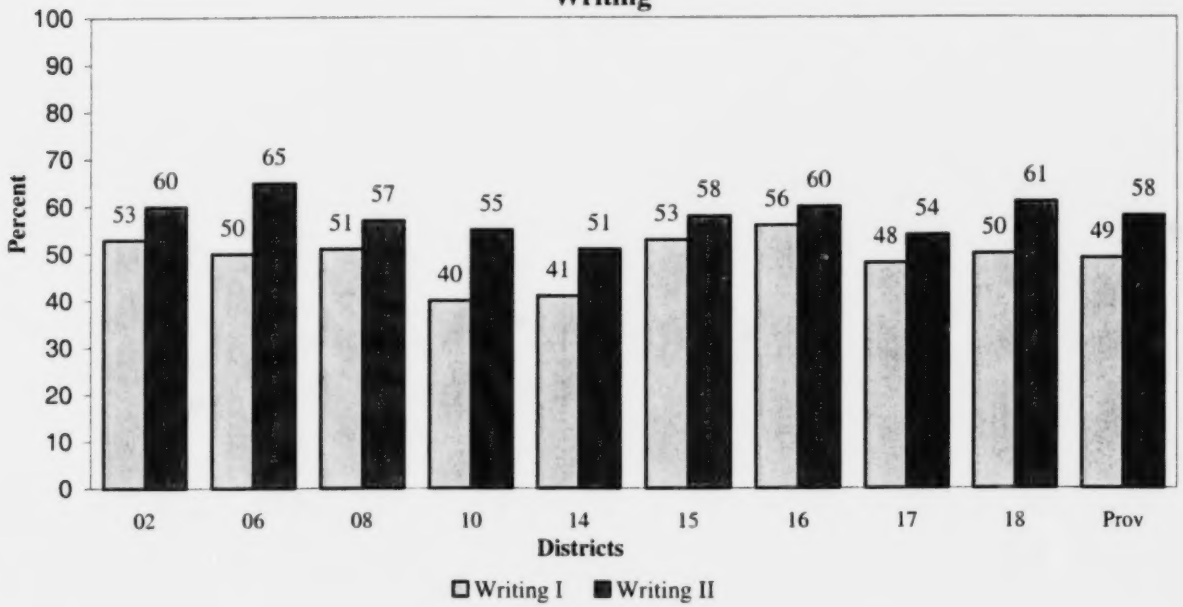
Reading



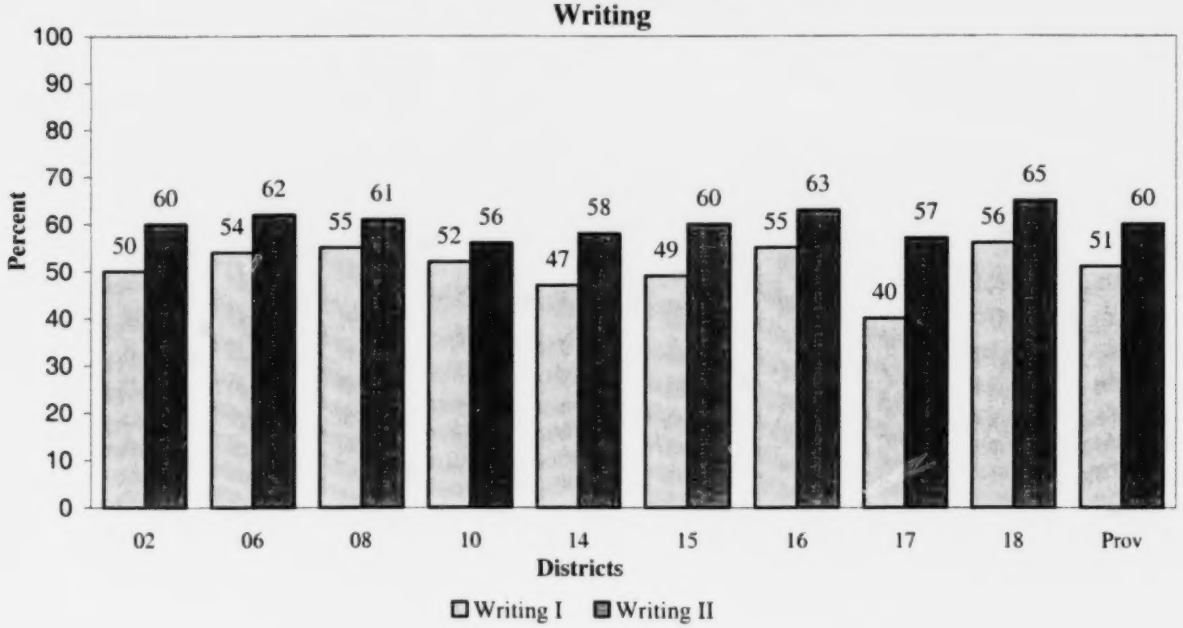
Districts

n = number of schools assessed in district

Provincial Assessment at Grade Five 2001-2002
Percent of Students at Acceptable or Higher
Writing



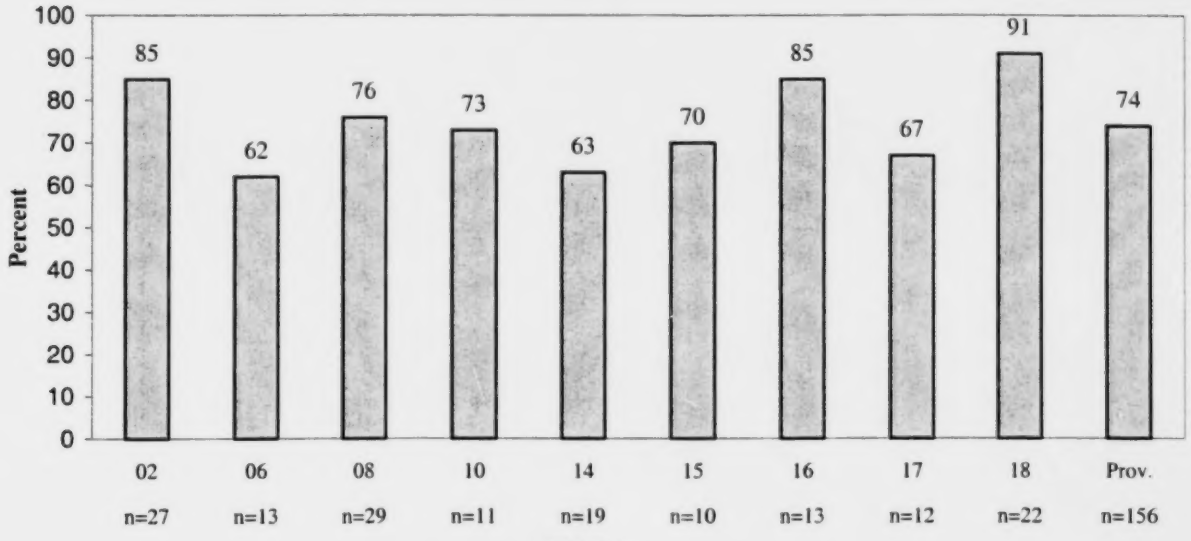
Provincial Assessment at Grade Five 2000-2001
Percent of Students at Acceptable or Higher
Writing



Provincial Assessment at Grade Five 2001-2002

Percent of Schools Meeting or Exceeding Expectations

Mathematics

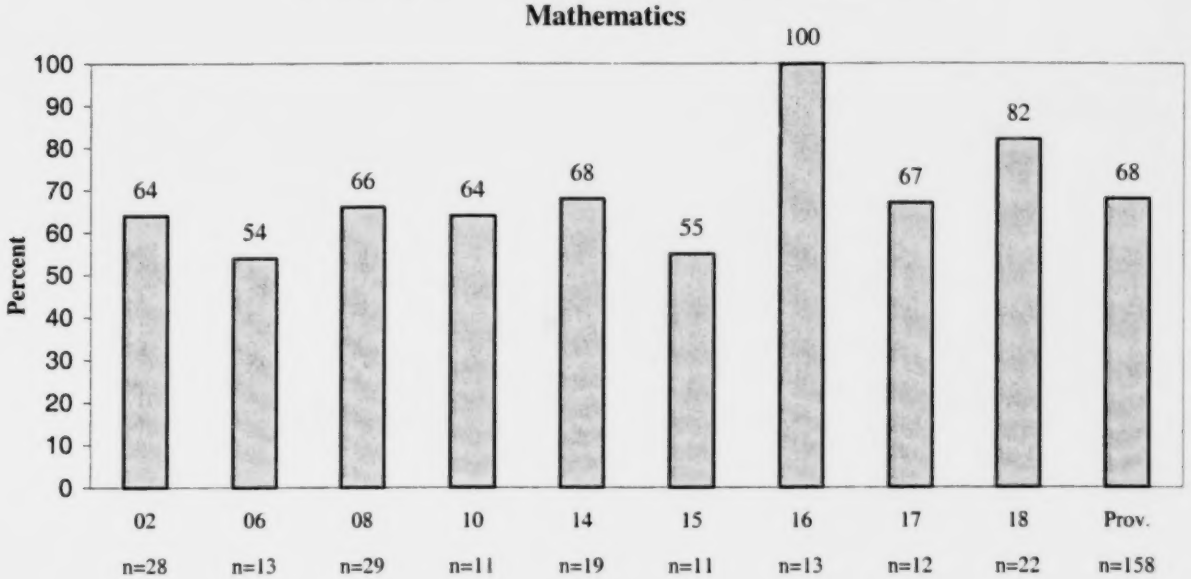


n = number of schools assessed in district

Provincial Assessment at Grade Five 2000-2001

Percent of Schools Meeting or Exceeding Expectations

Mathematics

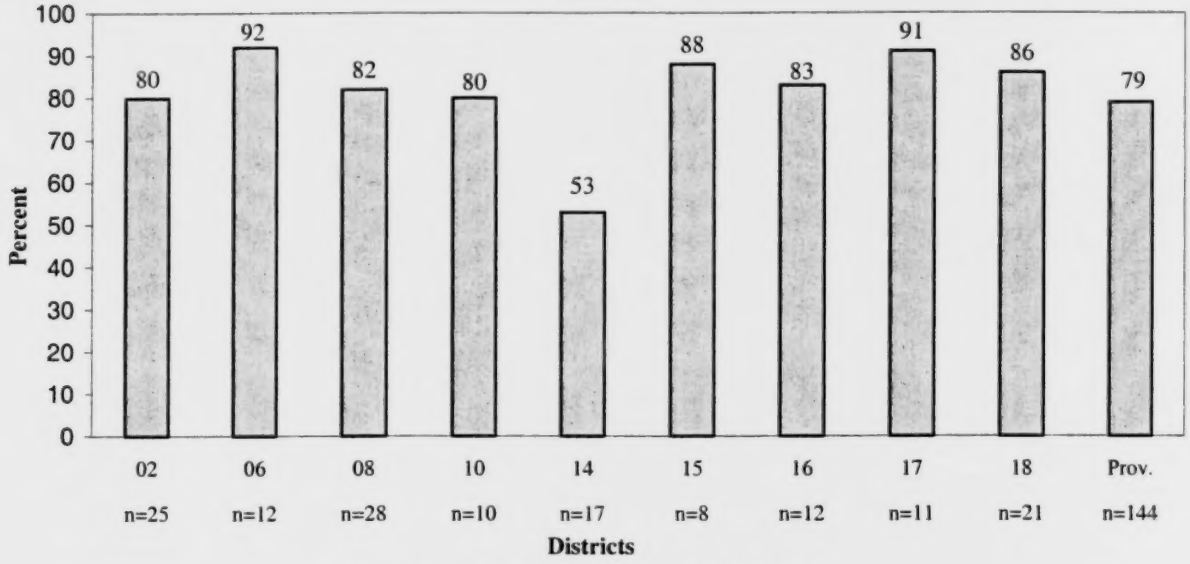


n = number of schools assessed in district

Provincial Assessment at Grade Five 2001-2002

Percent of Schools Meeting or Exceeding Expectations

Science

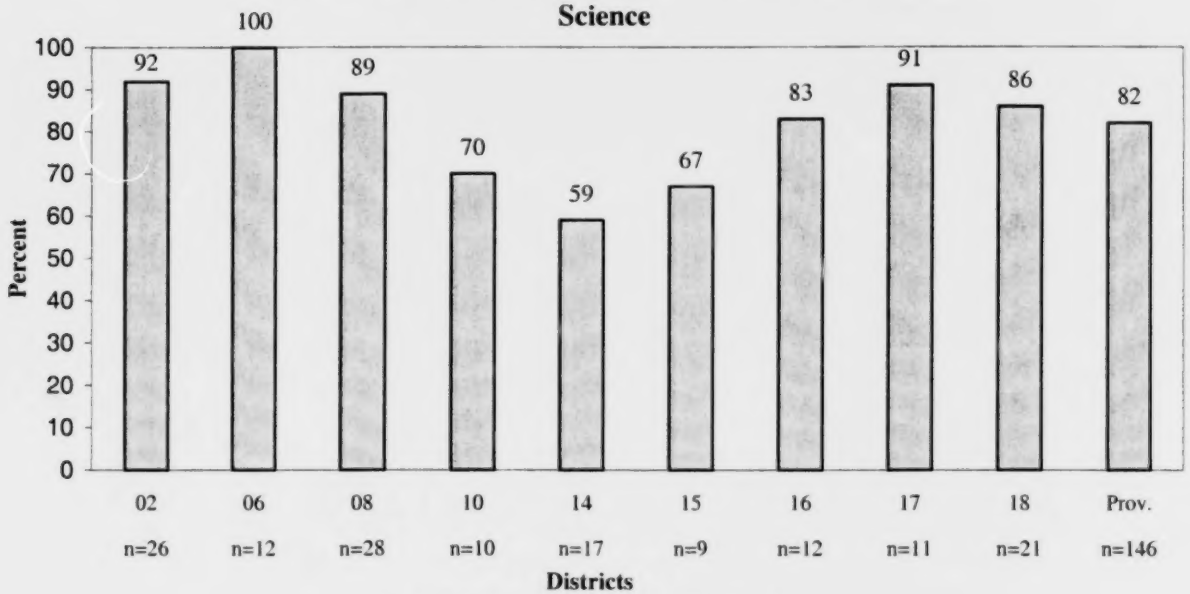


n = number of schools assessed in district

Provincial Assessment at Grade Five 2000-2001

Percent of Schools Meeting or Exceeding Expectations

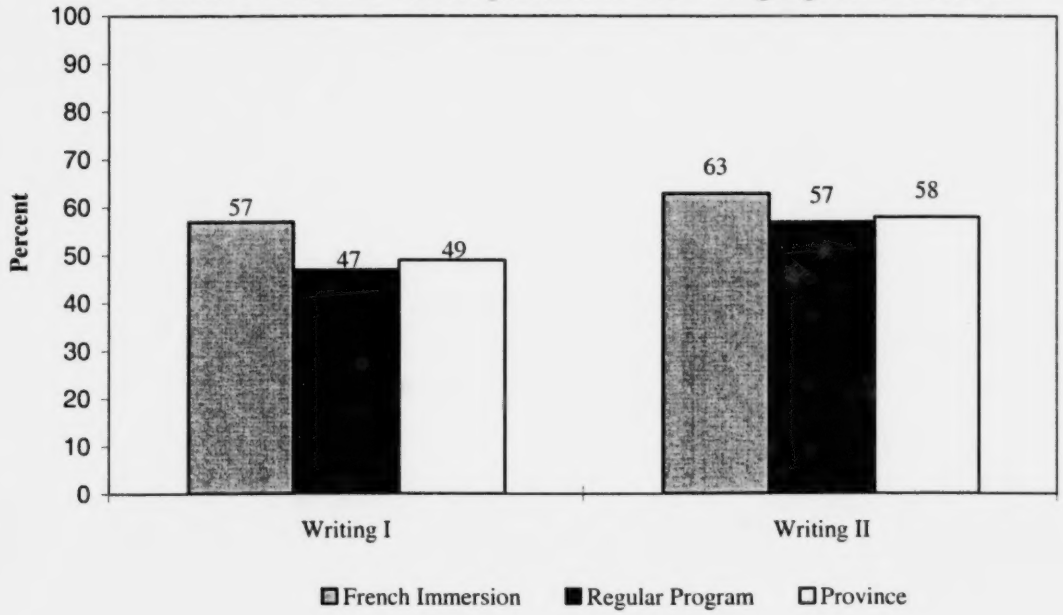
Science



n = number of schools assessed in district

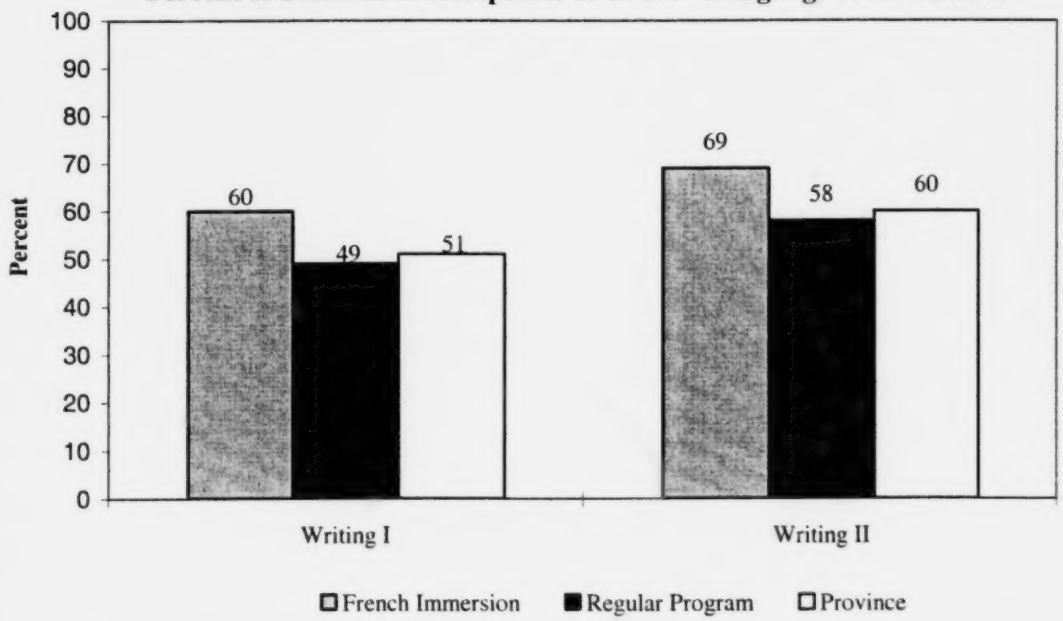
Provincial Assessment at Grade Five 2001-2002

Percent of Students at Acceptable or above - Language of Instruction

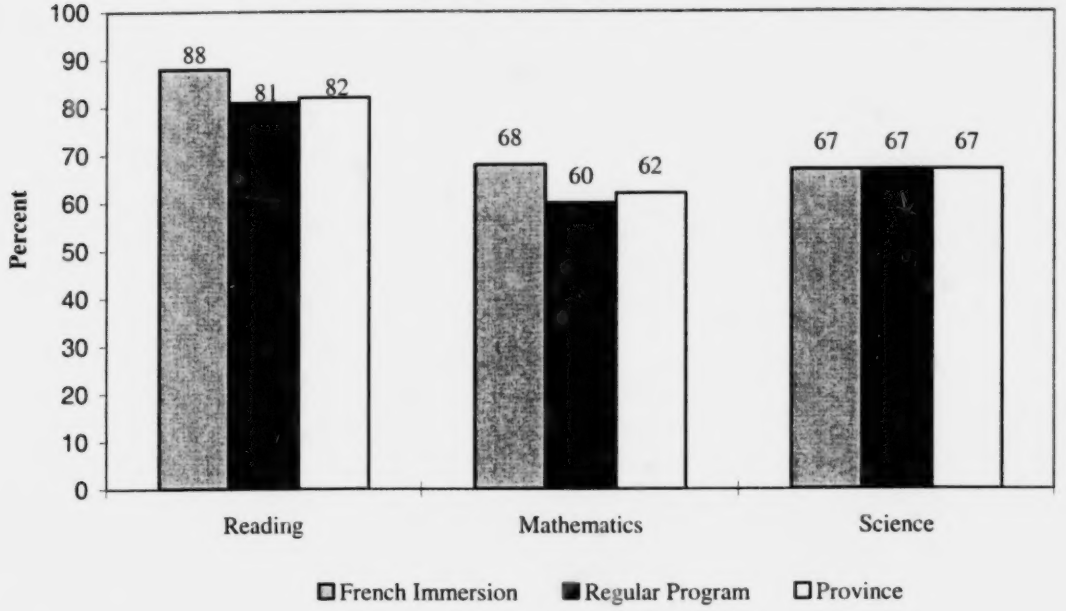


Provincial Assessment at Grade Five 2000-2001

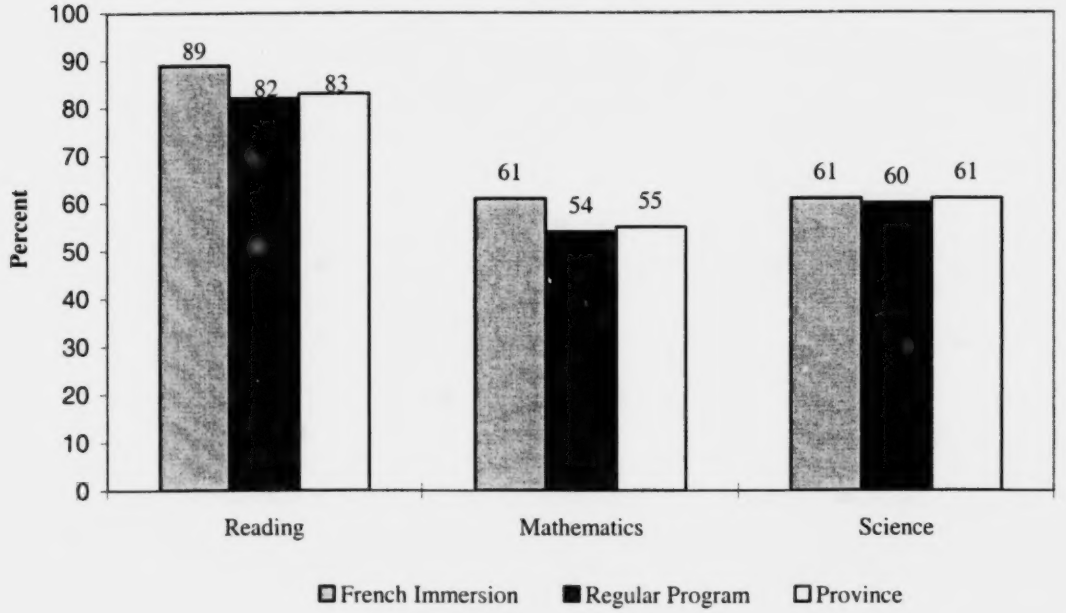
Percent of Students at Acceptable or above - Language of Instruction



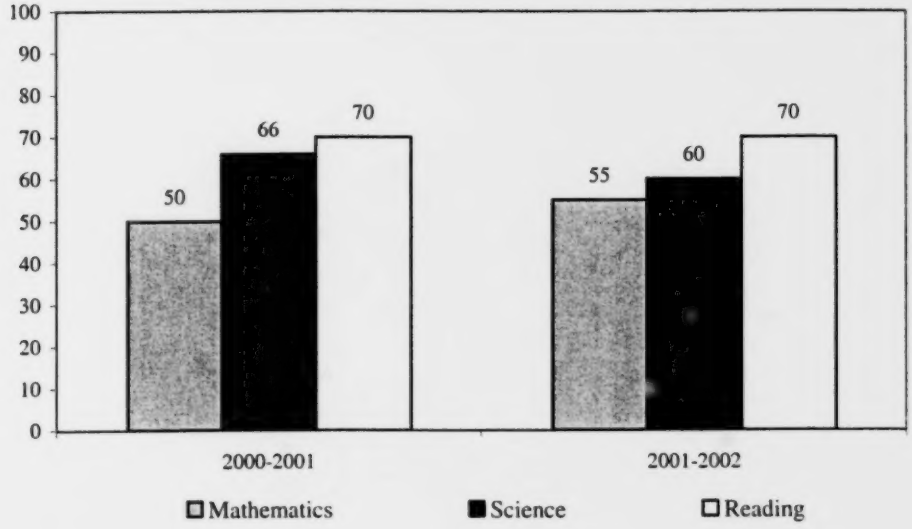
Provincial Assessment at Grade Five 2001-2002
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



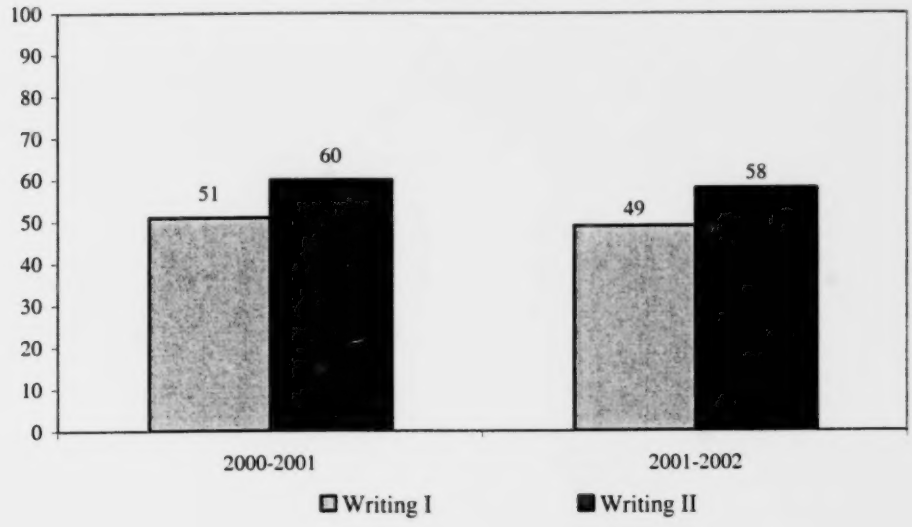
Provincial Assessment at Grade Five 2000-2001
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



Grade 5 Assessment - Provincial Averages



Grade 5 Assessment - Percent of Students at Acceptable or above



FRENCH SECOND LANGUAGE ASSESSMENT AT GRADE 6

French Second Language Assessment at Grade 6

Background

A reading and writing assessment for early (grade 1 entry) French Immersion students was administered to grade 6 students in April, 2002. This annual program assessment is designed to monitor student achievement in French as a second language.

The reading assessment consisted of a variety of texts, each with a series of selected response questions designed to measure reading comprehension. The passages included a range of age-appropriate materials which students might encounter in the classroom as well as during extra-curricular pursuits. Writing was assessed by one required task and was marked independently by two trained scorers.

Findings

- One thousand, two hundred and thirty-one students participated in this assessment. Of these, 694 were female, 537 male.

- Sixty-six percent of the students achieved a level of acceptable or better in reading, the same as in 2000-2001. Seventy-seven percent reached at least acceptable in writing while results were 67% previously.

- Females outperformed males, with 69% of the females at acceptable or better in reading compared to 63% of the males; in writing, the figures were 85% for females and 67% for males.

Follow-up

- Results of the assessment were reported to the school and district levels.

- Results from this annual French as a Second Language assessment provide schools and districts an indicator of achievement with respect to French Immersion programs.

French Second Language Assessment at Grade 6 - 2001-2002

In reading the following chart, you can see that 22 students at Birchmount School participated in the French Second Language Assessment at Grade 6 in April of 2002. Seventy-three percent of these students performed at acceptable or higher levels on the reading component, and 86% performed at those levels on the writing portion.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
BEAVERBROOK	17	53	71
BESSBOROUGH	37	57	81
BIRCHMOUNT	22	73	86
EDITH CAVELL	8	100	63
EVERGREEN PARK	36	89	78
JMA ARMSTRONG	54	76	69
LEWISVILLE MIDDLE	50	58	80
LOU MACNARIN	17	47	65
MAGNETIC HILL	21	95	79
MARSHVIEW MIDDLE	40	78	88
QUEEN ELIZABETH	21	95	76
RIVERVIEW MIDDLE	124	56	74
SHEDIAC CAPE	12	25	58
SUNNY BRAE MIDDLE	40	75	78
DISTRICT 02	**499**	**68**	**76**
HAMPTON MIDDLE	20	75	85
HARRY MILLER MIDDLE	21	62	57
QUISPAMSIS MIDDLE	32	84	78
ROTHESAY PARK	20	50	65
SUSSEX MIDDLE	54	46	65
DISTRICT 06	**147**	**61**	**69**
MILLIDGEVILLE NORTH	82	67	85
DISTRICT 08	**82**	**67**	**85**
ST. STEPHEN MIDDLE	19	47	63
DISTRICT 10	**19**	**47**	**63**
JOHN CALDWELL	41	61	73
PERTH-ANDOVER MIDDLE	20	50	75
DISTRICT 14	**61**	**57**	**74**

French Second Language Assessment at Grade 6 - 2001-2002

In reading the following chart, you can see that 22 students at Birchmount School participated in the French Second Language Assessment at Grade 6 in April of 2002. Seventy-three percent of these students performed at acceptable or higher levels on the reading component, and 86% performed at those levels on the writing portion.

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MAGNETIC HILL	21	95	79
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RIVERVIEW MIDDLE	124	56	74
SHEDIAC CAPE	12	25	58
SUNNY BRAE MIDDLE	40	75	78
DISTRICT 02	**499**	**68**	**76**
HAMPTON MIDDLE	20	75	85
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QUISPAMSIS MIDDLE	32	84	78
ROTHESAY PARK	20	50	65
SUSSEX MIDDLE	54	46	65
DISTRICT 06	**147**	**61**	**69**
MILLIDGEVILLE NORTH	82	67	85
DISTRICT 08	**82**	**67**	**85**
ST. STEPHEN MIDDLE	19	47	63
DISTRICT 10	**19**	**47**	**63**
JOHN CALDWELL	41	61	73
PERTH-ANDOVER MIDDLE	20	50	75
DISTRICT 14	**61**	**57**	**74**

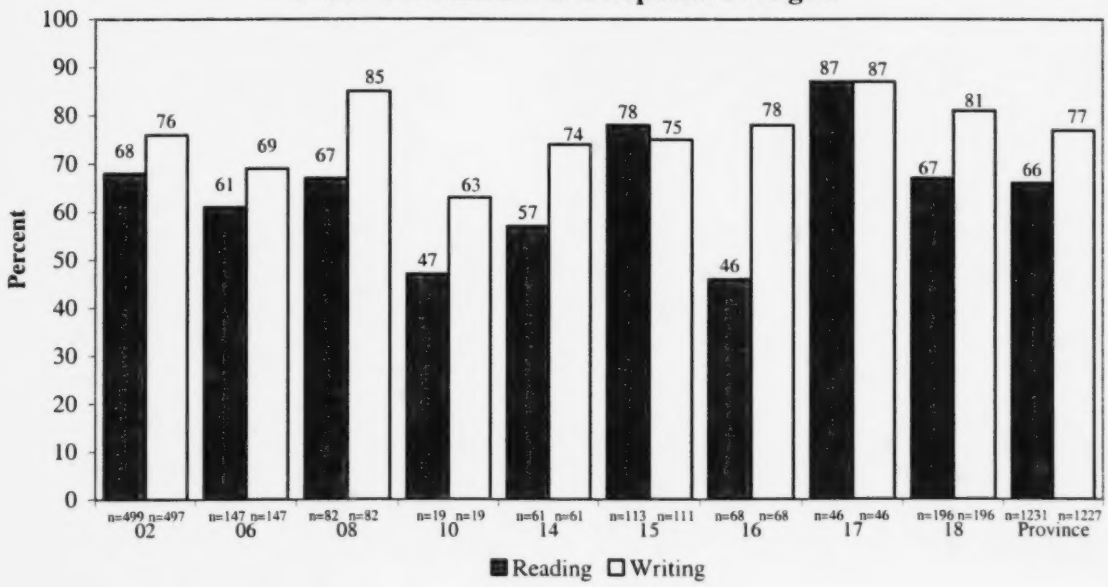
French Second Language Assessment at Grade 6 - 2001-2002

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
CAMPBELLTON MIDDLE	28	75	81
DALHOUSIE MIDDLE	12	83	75
SUPERIOR MIDDLE	73	78	73
DISTRICT 15	**113**	**78**	**75**
DR. LOSIER MIDDLE	32	34	81
HARKINS MIDDLE	36	56	75
DISTRICT 16	**68**	**46**	**78**
HAROLD PETERSON MIDDLE	32	81	84
MINTO ELEM/MIDDLE	14	100	93
DISTRICT 17	**46**	**87**	**87**
GEORGE STREET MIDDLE	103	79	92
NASHWAAKSIS MIDDLE	93	55	68
DISTRICT 18	**196**	**67**	**81**
PROVINCE	**1231**	**66**	**77**

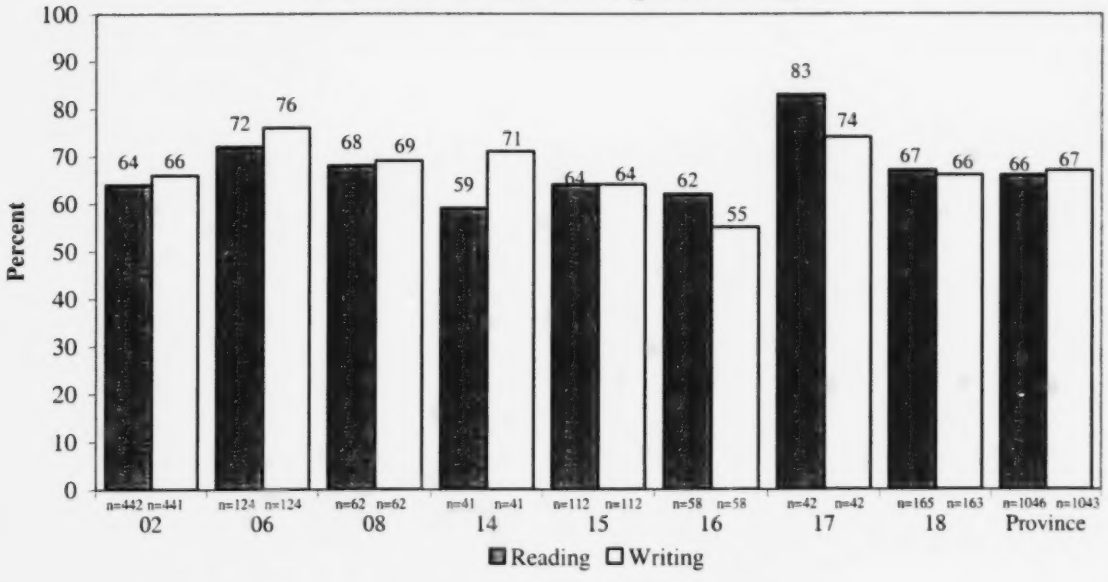
French Second Language Assessment at Grade 6 - 2001-2002

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
CAMPBELLTON MIDDLE	28	75	81
DALHOUSIE MIDDLE	12	83	75
SUPERIOR MIDDLE	73	78	73
DISTRICT 15	**113**	**78**	**75**
DR. LOSIER MIDDLE	32	34	81
HARKINS MIDDLE	36	56	75
DISTRICT 16	**68**	**46**	**78**
HAROLD PETERSON MIDDLE	32	81	84
MINTO ELEM/MIDDLE	14	100	93
DISTRICT 17	**46**	**87**	**87**
GEORGE STREET MIDDLE	103	79	92
NASHWAAKSIS MIDDLE	93	55	68
DISTRICT 18	**196**	**67**	**81**
PROVINCE	**1231**	**66**	**77**

Provincial Assessment at Grade Six 2001-2002
French Second Language
Percent of Students at Acceptable or Higher



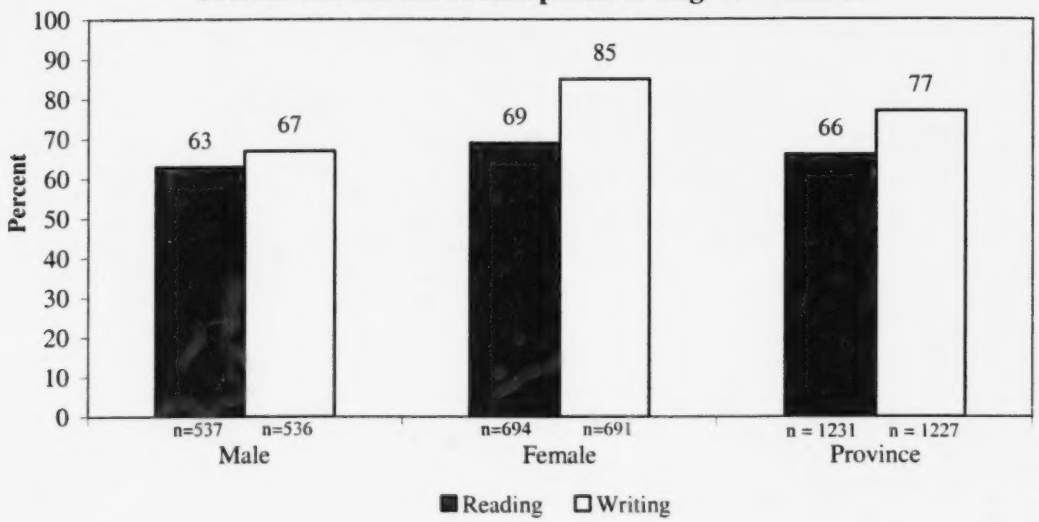
Provincial Assessment at Grade Six 2000-2001
French Second Language
Percent of Students at Acceptable or Higher



Provincial Assessment at Grade Six 2001-2002

French Second Language

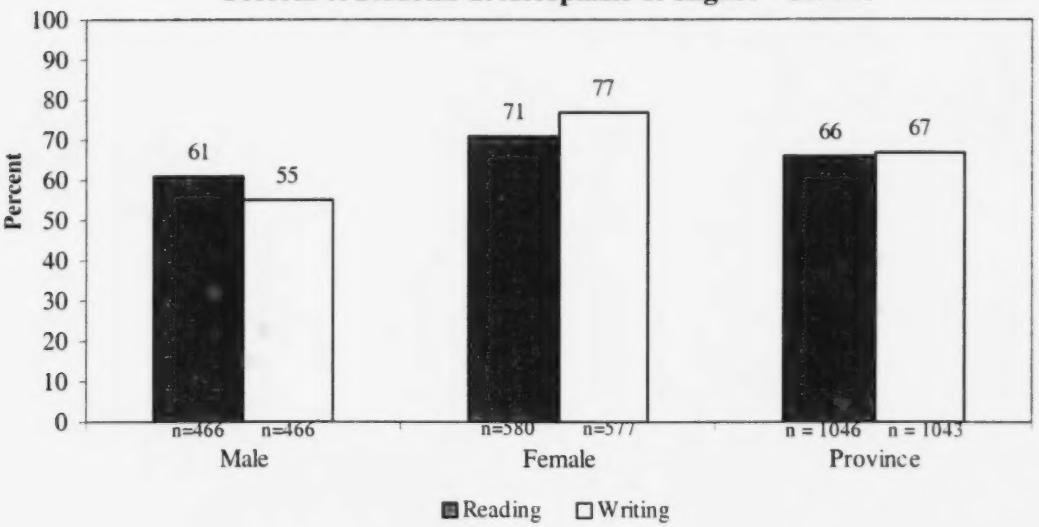
Percent of Students at Acceptable or Higher - Gender



Provincial Assessment at Grade Six 2000-2001

French Second Language

Percent of Students at Acceptable or Higher - Gender



Appendix A

TECHNICAL ISSUES

Technical Issue I: Confidence in Assessment Results

In evaluating the technical quality of an assessment, measurement specialists employ two key concepts: reliability and validity. Reliability is determined entirely through statistical analysis and validity is a function of both human judgement and statistical analysis. These two technical properties reflect an exam's "quality" and are useful in determining the degree of confidence that can be placed in test scores.

Validity is the extent to which an assessment measures what it is supposed to measure and more importantly, the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that the same student is a good reader? To ensure validity, test writers initially follow carefully designed development guidelines in order to link assessments to the intended curriculum and/or intended learning outcomes. Next, the potential exam questions are carefully screened for balance and fairness by classroom teachers and other educators. Field-testing provides evidence of question difficulty and discrimination, and in combination with the other steps, ensures provincial assessments will provide accurate estimates of students' performance on what they are expected to learn or do.

Reliability, in terms of educational testing, is concerned with the differences between **test scores** and **true scores** which represent the actual level of achievement or performance of the students. Because all measurement is subject to error, the true score of an individual can never be known; therefore, the test score must be used as an approximation. Reliability may be thought of as a matter of estimating how closely test scores approximate the true scores. An assessment cannot be valid if it is not reliable.

Reliability is usually expressed statistically as a coefficient where values can lie between 0.00 and 1.00. While there is no absolute standard for acceptable reliability, values in the .70 to .80 range are considered desirable by assessment specialists. The reliability coefficients on the next page strongly suggest that provincial tests accurately measure expected learning outcomes.

Reliability Coefficients for 2001-2002

Provincial Examinations - January 2002

Mathematics 111/112:	0.9304	English 111/112:	0.8537
Mathematics 113:	0.9206	English 113:	0.8583

- June 2002

Mathematics 111/112:	0.9205	English 111/112:	0.8299
Mathematics 113:	0.8965	English 113:	0.7540

Middle Level English Language Proficiency Assessment - Fall 2001

Reading Component: 0.8843 (selected response only)*

Middle Level Mathematics Assessment - June 2002

0.9460

French Second Language Provincial Assessment at Grade 6 - May 2002

Reading: 0.8523

Provincial Assessment at Grade 5 - May 2002

Reading:	0.9016
Mathematics:	0.9036
Science:	0.8411

Provincial Assessment at Grade 3 - May 2002

Reading-English:	0.9293
Reading-Immersion:	0.9119
Mathematics:	0.9318
Science:	0.8710

* In the writing components, each question is marked by raters who must agree exactly on the level to be assigned to the piece. Thus the inter-rater reliability equals 1.00.

Technical Issue II: Elementary Expectations Setting

1. **Q. What is the reason for reporting elementary school achievement in terms of expectations?**

   A. It is customary to believe that a test mark of 50 percent indicates, albeit just barely, satisfactory performance. Fifty percent is arbitrary and any value can easily be substituted to show a passing score. In reality, 70 percent on an "easy" test may reflect the same degree of achievement that 40 percent shows on a "hard" test. On the other hand, test averages can also misrepresent true mastery. For example, an average score of 48 correct answers out of a possible 125 does not suggest high achievement, and the often used statement "we're average" is misleading. For the grade 3 and grade 5 assessments, we felt it would be more meaningful to report student achievement based on the collective judgement of teachers and parents rather than on an arbitrary value such as 50 percent or in relation to an average.

2. **Q. How is expectation setting done?**

   A. Groups of elementary teachers and parents from across the province review assessment questions and collectively decide what percentage of students defined as "borderline" or "competent" should be able to answer them correctly.

3. **Q. What factors do teachers and parents use to determine whether children will correctly answer any given question?**

   A. The most important factor is the difficulty level of the questions. Question difficulty is related to the inherent difficulty of the outcome it is attempting to measure and its cognitive level (recall, application, analysis, etc). To a lesser degree, a question's verbal loading (wordiness), position on the page, student opportunity to master the skill(s) being assessed and instructional methodologies are also taken into consideration.

4. **Q. How are *exceeded*, *met*, and *below expectation* levels determined?**

   A. The sum of the expected percent correct for "borderline" students becomes the lower limit (cut-point) for all the scores within the *meets expectations* range. The upper limit of that range is the sum of the expected percent for the competent students. Classes, schools and districts with averages below the expected minimums are designated as being *below expectations*. Classes, schools and districts with averages above the expected minimums are designated as having *exceeded expectations*. Classes, schools, and districts with averages within the expected minimums are designated as having *met expectations*.

5. **Q. Do the expectations levels set by teachers/parents change from year to year?**

   A. Yes. Teacher/parent expectations for the same questions may vary from group to group and from year to year. This group-to-group and year-to-year variation can be modified through simple averaging. The expectation levels set by 150 teachers/parents in 2000 were averaged with those set by the 150 teachers/parents this year. Thus, the expectation levels arrived at for this year are based on the judgements of 300 individuals over a two-year period. We will continue with this averaging process over the next several years to capture the judgments of hundreds of different teachers and parents in order to stabilize the effects of yearly fluctuations. Thus over the next few years expectation levels might stabilize to the point where they can be viewed as "standards" that have emerged as a result of classroom teacher input. This, we believe, is a far more authentic way to express student achievement at the elementary level, rather than reporting it in terms of percent correct or percent passed.

6. **Q. Is it possible that a school which met expectations last year and performed equally well this year find that it is now below expectations? Why?**

   A. Yes. As pointed out in the answer to the above question, expectation levels vary from year to year simply because the process requires human judgement. If a cut-point increases by several points, a last year's borderline *met expectations* school with the same score would drop into the *below expectations* category. On the other hand, a decrease in cut-score would result in moving up into the next expectations category.

7. **Q. How can the grade 3 and grade 5 assessments best be used to monitor school achievement?**

   A. Look for trends in the strand scores which are in terms of simple percent correct. We make every effort possible to ensure that the difficulty levels of the grade 3 and 5 assessments remain parallel from year to year and that increases or decreases in scores reflect real change in achievement and not simply differences in test difficulty. In addition, the inclusion of the M-bands for reporting within the *meets expectations* category makes tracking achievement from year to year easier.

8. **Q. How should schools treat the results of the elementary assessments?**

   A. Simply as a single indicator of school effectiveness, albeit one that is common across the province. Changes of two to five percentage points in strand results either up or down from year to year most likely reflect random fluctuations as opposed to "real" differences in achievement. District results and provincial results can be used as "anchor" points in helping to evaluate school results, even if they appear to have slipped downward. For example, if an individual school drops 5% or so on a given strand while the district fell 8%, some consolation can be found in the fact that the school "held its own" in comparison to the district. Although it is preferable to view assessment results in absolute terms for the sake of planning, comparisons with district and provincial results can be used to show that while school results have slipped, the assessment data indicates an overall provincial weakness as well.

Technical Issue III: Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	6	100
02-1402 MARSHVIEW	98	98
02-1416 PORT ELGIN REG	35	100
02-1503 BEAVERBROOK	43	95
02-1504 BESSBOROUGH	55	93
02-1505 BIRCHMOUNT	71	99
02-1519 HILLCREST	46	100
02-1528 MAGNETIC HILL	46	100
02-1547 QUEEN ELIZABETH	62	95
02-1549 RIVERVIEW MIDDLE	235	100
02-1553 SHEDIAC CAPE	27	100
02-1559 SUNNY BRAE MIDDLE	80	94
02-1571 LEWISVILLE MIDDLE	89	96
02-1573 EDITH CAVELL	30	90
02-1574 LOU MACNARIN	48	98
02-1576 EVERGREEN PARK	80	99
02-1602 HAVELOCK MIDDLE	8	100
02-1604 PETITCODIAC REG	65	100
02-1610 JMA ARMSTRONG/SALI	78	99
02-1702 CALEDONIA	59	100
02-1704 RIVERSIDE CONS	4	100
DISTRICT 02	**1265**	**98**
06-1820 SUSSEX MIDDLE	206	100
06-1921 HAMPTON MIDDLE	134	100
06-1925 MACDONALD CONS	41	98
06-1929 HARRY MILLER MID	99	99
06-1942 ROTHESAY PARK	103	98
06-1945 BELLEISLE	41	98
06-1946 QUISPAMSIS MIDDLE	184	99
DISTRICT 06	**808**	**99**
08-2003 BARNHILL MEM	88	94
08-2005 BEACONSFIELD	76	95
08-2013 FOREST HILLS MID	80	99
08-2020 HAZEN-WHITE/ST FRA	21	71
08-2031 LORNE MIDDLE	69	87
08-2039 PRINCE CHARLES	22	68
08-2041 PRINCESS ELIZABETH	99	98
08-2046 SIMONDS MIDDLE	77	96
08-2052 ST MARTINS	28	100
08-2057 ST ROSE	90	100
08-2064 WOODLAWN CENTRE	5	100
08-2065 MILLIDGEVILLE	39	100
08-2066 BAYSIDE MIDDLE	196	98
08-2067 SAINT JOHN THE BAP	22	82
08-2072 RIVER VALLEY	154	95
08-2074 FUNDY SHORES	9	100
DISTRICT 08	**1075**	**95**
10-2104 DEER ISLAND COMM	8	100
10-2111 FUNDY	82	95
10-2201 GRAND MANAN	37	100
10-2301 CAMPOBELLO	12	100
10-2310 SIR JAMES DUNN	41	100
10-2337 ST STEPHEN	158	97
DISTRICT 10	**338**	**98**

Technical Issue III: Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2803 CANTERBURY	22	95
14-2807 KESWICK VALLEY MEM	28	100
14-2811 NACKAWIC MIDDLE	67	100
14-2901 WOODSTOCK MIDDLE	171	91
14-2904 HARTLAND	65	92
14-3001 BATH MIDDLE	28	96
14-3005 CENTREVILLE	48	94
14-3008 FLORENCEVILLE MIDD	72	99
14-3105 PERTH-ANDOVER	91	92
14-3111 TOBIQUE VALLEY	51	94
14-5001 JOHN CALDWELL	61	98
14-5401 SAINT MARY'S ACAD	10	80
DISTRICT 14	**714**	**95**
15-3601 JACQUET RIVER	35	94
15-3614 DALHOUSIE MIDDLE	55	91
15-3806 CAMPBELLTON MIDDLE	84	100
15-4207 SUPERIOR MIDDLE	175	94
15-4212 BELLEDUNE	2	100
DISTRICT 15	**351**	**95**
16-0802 TABUSINTAC RURAL	8	88
16-0812 HARKINS MIDDLE	157	99
16-0825 NORTH & SOUTH ESK	62	100
16-0839 MILLERTON	18	100
16-0843 BLACKVILLE	52	96
16-1013 MIRAMICHI RURAL	13	92
16-1017 NELSON RURAL	34	100
16-1025 DR LOSIER MIDDLE	107	99
16-1090 LEARNING CENTER	5	100
16-4056 ELEANOR W GRAHAM	66	100
DISTRICT 16	**522**	**99**
17-2405 COLES ISLAND	14	93
17-2411 MINTO	52	88
17-2412 CAMBRIDGE NARROWS	14	86
17-2413 CHIPMAN FOREST AVE	42	100
17-2505 SUNBURY WEST	34	91
17-2511 HAROLD PETERSON	162	99
17-2512 RIDGEVIEW MIDDLE	136	96
17-2522 GAGETOWN	15	100
DISTRICT 17	**469**	**96**
18-0901 DOAKTOWN	23	96
18-0904 UPPER MIRAMICHI	26	92
18-0906 STANLEY	34	91
18-2601 ALBERT ST	153	97
18-2605 DEVON MIDDLE	139	96
18-2611 KESWICK RIDGE	18	100
18-2619 GEORGE ST	238	100
18-2636 NASHWAAKSIS	249	96
18-2704 MCADAM	32	100
18-2705 HARVEY	44	100
DISTRICT 18	**956**	**97**
PROVINCE	**6498**	**97**

Technical Issue III: Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	6	100
02-1402 MARSHVIEW	98	98
02-1416 PORT ELGIN REG	35	100
02-1503 BEAVERBROOK	43	95
02-1504 BESSBOROUGH	55	93
02-1505 BIRCHMOUNT	71	99
02-1519 HILLCREST	46	100
02-1528 MAGNETIC HILL	46	100
02-1547 QUEEN ELIZABETH	62	95
02-1549 RIVERVIEW MIDDLE	235	100
02-1553 SHEDIAC CAPE	27	100
02-1559 SUNNY BRAE MIDDLE	80	94
02-1571 LEWISVILLE MIDDLE	89	96
02-1573 EDITH CAVELL	30	90
02-1574 LOU MACNARIN	48	98
02-1576 EVERGREEN PARK	80	99
02-1602 HAVELOCK MIDDLE	8	100
02-1604 PETITCODIAC REG	65	100
02-1610 JMA ARMSTRONG/SALI	78	99
02-1702 CALEDONIA	59	100
02-1704 RIVERSIDE CONS	4	100
DISTRICT 02	**1265**	**98**
06-1820 SUSSEX MIDDLE	206	100
06-1921 HAMPTON MIDDLE	134	100
06-1925 MACDONALD CONS	41	98
06-1929 HARRY MILLER MID	99	99
06-1942 ROTHESAY PARK	103	98
06-1945 BELLEISLE	41	98
06-1946 QUISPAMSIS MIDDLE	184	99
DISTRICT 06	**808**	**99**
08-2003 BARNHILL MEM	88	94
08-2005 BEACONSFIELD	76	95
08-2013 FOREST HILLS MID	80	99
08-2020 HAZEN-WHITE/ST FRA	21	71
08-2031 LORNE MIDDLE	69	87
08-2039 PRINCE CHARLES	22	68
08-2041 PRINCESS ELIZABETH	99	98
08-2046 SIMONDS MIDDLE	77	96
08-2052 ST MARTINS	28	100
08-2057 ST ROSE	90	100
08-2064 WOODLAWN CENTRE	5	100
08-2065 MILLIDGEVILLE	39	100
08-2066 BAYSIDE MIDDLE	196	98
08-2067 SAINT JOHN THE BAP	22	82
08-2072 RIVER VALLEY	154	95
08-2074 FUNDY SHORES	9	100
DISTRICT 08	**1075**	**95**
10-2104 DEER ISLAND COMM	8	100
10-2111 FUNDY	82	95
10-2201 GRAND MANAN	37	100
10-2301 CAMPOBELLO	12	100
10-2310 SIR JAMES DUNN	41	100
10-2337 ST STEPHEN	158	97
DISTRICT 10	**338**	**98**

Technical Issue III: Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2803 CANTERBURY	22	95
14-2807 KESWICK VALLEY MEM	28	100
14-2811 NACKAWIC MIDDLE	67	100
14-2901 WOODSTOCK MIDDLE	171	91
14-2904 HARTLAND	65	92
14-3001 BATH MIDDLE	28	96
14-3005 CENTREVILLE	48	94
14-3008 FLORENCEVILLE MIDD	72	99
14-3105 PERTH-ANDOVER	91	92
14-3111 TOBIQUE VALLEY	51	94
14-5001 JOHN CALDWELL	61	98
14-5401 SAINT MARY'S ACAD	10	80
DISTRICT 14	**714**	**95**
15-3601 JACQUET RIVER	35	94
15-3614 DALHOUSIE MIDDLE	55	91
15-3806 CAMPBELLTON MIDDLE	84	100
15-4207 SUPERIOR MIDDLE	175	94
15-4212 BELLEDUNE	2	100
DISTRICT 15	**351**	**95**
16-0802 TABUSINTAC RURAL	8	88
16-0812 HARKINS MIDDLE	157	99
16-0825 NORTH & SOUTH ESK	62	100
16-0839 MILLERTON	18	100
16-0843 BLACKVILLE	52	96
16-1013 MIRAMICHI RURAL	13	92
16-1017 NELSON RURAL	34	100
16-1025 DR LOSIER MIDDLE	107	99
16-1090 LEARNING CENTER	5	100
16-4056 ELEANOR W GRAHAM	66	100
DISTRICT 16	**522**	**99**
17-2405 COLES ISLAND	14	93
17-2411 MINTO	52	88
17-2412 CAMBRIDGE NARROWS	14	86
17-2413 CHIPMAN FOREST AVE	42	100
17-2505 SUNBURY WEST	34	91
17-2511 HAROLD PETERSON	162	99
17-2512 RIDGEVIEW MIDDLE	136	96
17-2522 GAGETOWN	15	100
DISTRICT 17	**469**	**96**
18-0901 DOAKTOWN	23	96
18-0904 UPPER MIRAMICHI	26	92
18-0906 STANLEY	34	91
18-2601 ALBERT ST	153	97
18-2605 DEVON MIDDLE	139	96
18-2611 KESWICK RIDGE	18	100
18-2619 GEORGE ST	238	100
18-2636 NASHWAAKSIS	249	96
18-2704 MCADAM	32	100
18-2705 HARVEY	44	100
DISTRICT 18	**956**	**97**
PROVINCE	**6498**	**97**

Technical Issue III: Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	5	100
02-1402 MARSHVIEW	95	99
02-1416 PORT ELGIN REG	34	100
02-1503 BEAVERBROOK	41	95
02-1504 BESSBOROUGH	56	91
02-1505 BIRCHMOUNT	68	99
02-1519 HILLCREST	40	100
02-1528 MAGNETIC HILL	47	94
02-1547 QUEEN ELIZABETH	54	100
02-1549 RIVERVIEW MIDDLE	230	100
02-1553 SHEDIAC CAPE	24	96
02-1559 SUNNY BRAE MIDDLE	74	89
02-1571 LEWISVILLE MIDDLE	89	99
02-1573 EDITH CAVELL	29	83
02-1574 LOU MACNARIN	47	91
02-1576 EVERGREEN PARK	78	97
02-1602 HAVELOCK MIDDLE	9	100
02-1604 PETITCODIAC REG	65	97
02-1610 JMA ARMSTRONG/SALI	72	99
02-1702 CALEDONIA	58	95
02-1704 RIVERSIDE CONS	5	100
DISTRICT 02	**1220**	**97**
06-1820 SUSSEX MIDDLE	206	98
06-1921 HAMPTON MIDDLE	131	98
06-1925 MACDONALD CONS	38	100
06-1929 HARRY MILLER MID	100	98
06-1942 ROTHESAY PARK	104	97
06-1945 BELLEISLE	42	90
06-1946 QUISPAMSIS MIDDLE	186	97
DISTRICT 06	**807**	**97**
08-2003 BARNHILL MEM	87	97
08-2005 BEACONSFIELD	74	93
08-2013 FOREST HILLS MID	82	99
08-2020 HAZEN-WHITE/ST FRA	16	75
08-2031 LORNE MIDDLE	70	84
08-2039 PRINCE CHARLES	21	81
08-2041 PRINCESS ELIZABETH	92	99
08-2046 SIMONDS MIDDLE	69	96
08-2052 ST MARTINS	26	96
08-2057 ST ROSE	90	100
08-2064 WOODLAWN CENTRE	8	25
08-2065 MILLIDGEVILLE	39	100
08-2066 BAYSIDE MIDDLE	189	96
08-2067 SAINT JOHN THE BAP	23	78
08-2072 RIVER VALLEY	156	95
08-2074 FUNDY SHORES	10	100
DISTRICT 08	**1052**	**94**
10-2104 DEER ISLAND COMM	8	100
10-2111 FUNDY	82	93
10-2201 GRAND MANAN	34	100
10-2301 CAMPOBELLO	11	100
10-2310 SIR JAMES DUNN	40	95
10-2337 ST. STEPHEN	155	94
DISTRICT 10	**330**	**95**

Technical Issue III: Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2803 CANTERBURY	21	100
14-2807 KESWICK VALLEY MEM	27	100
14-2811 NACKAWIC MIDDLE	65	95
14-2901 WOODSTOCK MIDDLE	153	100
14-2904 HARTLAND	66	92
14-3001 BATH MIDDLE	27	96
14-3005 CENTREVILLE	51	92
14-3008 FLORENCEVILLE MIDD	73	99
14-3105 PERTH-ANDOVER	92	82
14-3111 TOBIQUE VALLEY	47	94
14-5001 JOHN CALDWELL	54	100
14-5401 SAINT MARY'S ACAD	10	100
DISTRICT 14	**686**	**95**
15-3601 JACQUET RIVER	37	92
15-3614 DALHOUSIE MIDDLE	54	93
15-3806 CAMPBELLTON MIDDLE	94	90
15-4207 SUPERIOR MIDDLE	174	94
15-4212 BELLEDUNE	3	33
DISTRICT 15	**362**	**92**
16-0802 TABUSINTAC RURAL	7	100
16-0812 HARKINS MIDDLE	150	99
16-0825 NORTH & SOUTH ESK	61	100
16-0839 MILLERTON	19	100
16-0843 BLACKVILLE	53	92
16-1013 MIRAMICHI RURAL	13	100
16-1017 NELSON RURAL	33	100
16-1025 DR LOSIER MIDDLE	109	99
16-1090 LEARNING CENTER	3	100
16-4056 ELEANOR W GRAHAM	66	100
DISTRICT 16	**514**	**99**
17-2405 COLES ISLAND	13	92
17-2411 MINTO	50	96
17-2412 CAMBRIDGE NARROWS	14	93
17-2413 CHIPMAN FOREST AVE	40	100
17-2505 SUNBURY WEST	31	74
17-2511 HAROLD PETERSON	156	95
17-2512 RIDGEVIEW	134	92
17-2522 GAGETOWN	15	100
DISTRICT 17	**453**	**93**
18-0901 DOAKTOWN	23	96
18-0904 UPPER MIRAMICHI	26	92
18-0906 STANLEY	30	87
18-2601 ALBERT ST	152	97
18-2605 DEVON MIDDLE	130	97
18-2611 KESWICK RIDGE	18	100
18-2619 GEORGE ST	226	100
18-2636 NASHWAAKSIS	234	98
18-2704 MCADAM	33	100
18-2705 HARVEY	43	100
DISTRICT 18	**915**	**98**
PROVINCE	**6339**	**96**

Technical Issue III: Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	5	100
02-1402 MARSHVIEW	95	99
02-1416 PORT ELGIN REG	34	100
02-1503 BEAVERBROOK	41	95
02-1504 BESSBOROUGH	56	91
02-1505 BIRCHMOUNT	68	99
02-1519 HILLCREST	40	100
02-1528 MAGNETIC HILL	47	94
02-1547 QUEEN ELIZABETH	54	100
02-1549 RIVERVIEW MIDDLE	230	100
02-1553 SHEDIAC CAPE	24	96
02-1559 SUNNY BRAE MIDDLE	74	89
02-1571 LEWISVILLE MIDDLE	89	99
02-1573 EDITH CAVELL	29	83
02-1574 LOU MACNARIN	47	91
02-1576 EVERGREEN PARK	78	97
02-1602 HAVELOCK MIDDLE	9	100
02-1604 PETITCODIAC REG	65	97
02-1610 JMA ARMSTRONG/SALI	72	99
02-1702 CALEDONIA	58	95
02-1704 RIVERSIDE CONS	5	100
DISTRICT 02	**1220**	**97**
06-1820 SUSSEX MIDDLE	206	98
06-1921 HAMPTON MIDDLE	131	98
06-1925 MACDONALD CONS	38	100
06-1929 HARRY MILLER MID	100	98
06-1942 ROTHESAY PARK	104	97
06-1945 BELLEISLE	42	90
06-1946 QUISPAMSIS MIDDLE	186	97
DISTRICT 06	**807**	**97**
08-2003 BARNHILL MEM	87	97
08-2005 BEACONSFIELD	74	93
08-2013 FOREST HILLS MID	82	99
08-2020 HAZEN-WHITE/ST FRA	16	75
08-2031 LORNE MIDDLE	70	84
08-2039 PRINCE CHARLES	21	81
08-2041 PRINCESS ELIZABETH	92	99
08-2046 SIMONDS MIDDLE	69	96
08-2052 ST MARTINS	26	96
08-2057 ST ROSE	90	100
08-2064 WOODLAWN CENTRE	8	25
08-2065 MILLIDGEVILLE	39	100
08-2066 BAYSIDE MIDDLE	189	96
08-2067 SAINT JOHN THE BAP	23	78
08-2072 RIVER VALLEY	156	95
08-2074 FUNDY SHORES	10	100
DISTRICT 08	**1052**	**94**
10-2104 DEER ISLAND COMM	8	100
10-2111 FUNDY	82	93
10-2201 GRAND MANAN	34	100
10-2301 CAMPOBELLO	11	100
10-2310 SIR JAMES DUNN	40	95
10-2337 ST. STEPHEN	155	94
DISTRICT 10	**330**	**95**

Technical Issue III: Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2803 CANTERBURY	21	100
14-2807 KESWICK VALLEY MEM	27	100
14-2811 NACKAWIC MIDDLE	65	95
14-2901 WOODSTOCK MIDDLE	153	100
14-2904 HARTLAND	66	92
14-3001 BATH MIDDLE	27	96
14-3005 CENTREVILLE	51	92
14-3008 FLORENCEVILLE MIDD	73	99
14-3105 PERTH-ANDOVER	92	82
14-3111 TOBIQUE VALLEY	47	94
14-5001 JOHN CALDWELL	54	100
14-5401 SAINT MARY'S ACAD	10	100
DISTRICT 14	**686**	**95**
15-3601 JACQUET RIVER	37	92
15-3614 DALHOUSIE MIDDLE	54	93
15-3806 CAMPBELLTON MIDDLE	94	90
15-4207 SUPERIOR MIDDLE	174	94
15-4212 BELLEDUNE	3	33
DISTRICT 15	**362**	**92**
16-0802 TABUSINTAC RURAL	7	100
16-0812 HARKINS MIDDLE	150	99
16-0825 NORTH & SOUTH ESK	61	100
16-0839 MILLERTON	19	100
16-0843 BLACKVILLE	53	92
16-1013 MIRAMICHI RURAL	13	100
16-1017 NELSON RURAL	33	100
16-1025 DR LOSIER MIDDLE	109	99
16-1090 LEARNING CENTER	3	100
16-4056 ELEANOR W GRAHAM	66	100
DISTRICT 16	**514**	**99**
17-2405 COLES ISLAND	13	92
17-2411 MINTO	50	96
17-2412 CAMBRIDGE NARROWS	14	93
17-2413 CHIPMAN FOREST AVE	40	100
17-2505 SUNBURY WEST	31	74
17-2511 HAROLD PETERSON	156	95
17-2512 RIDGEVIEW	134	92
17-2522 GAGETOWN	15	100
DISTRICT 17	**453**	**93**
18-0901 DOAKTOWN	23	96
18-0904 UPPER MIRAMICHI	26	92
18-0906 STANLEY	30	87
18-2601 ALBERT ST	152	97
18-2605 DEVON MIDDLE	130	97
18-2611 KESWICK RIDGE	18	100
18-2619 GEORGE ST	226	100
18-2636 NASHWAAKSIS	234	98
18-2704 MCADAM	33	100
18-2705 HARVEY	43	100
DISTRICT 18	**915**	**98**
PROVINCE	**6339**	**96**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	10	100
02-1416 PORT ELGIN	25	84
02-1417 SALEM	90	94
02-1503 BEAVERBROOK	32	81
02-1504 BESSBOROUGH	54	100
02-1505 BIRCHMOUNT	65	98
02-1514 FOREST GLEN	57	95
02-1516 GUNNINGSVILLE	42	95
02-1519 HILLCREST	19	79
02-1527 LOWER COVERDALE	17	94
02-1528 MAGNETIC HILL	43	98
02-1541 MOUNTAIN VIEW	16	100
02-1547 QUEEN ELIZABETH	70	100
02-1550 FRANK L. BOWSER	66	98
02-1551 WEST RIVERVIEW	68	93
02-1553 SHEDIAC CAPE	28	100
02-1560 UPLANDS	21	90
02-1567 CLAUDE D. TAYLOR	65	98
02-1572 ARNOLD H. MACLEOD	74	97
02-1573 EDITH CAVELL	39	92
02-1574 LOU MACNARIN	42	93
02-1576 EVERGREEN PARK	87	99
02-1601 ELGIN ELEM	6	100
02-1602 HAVELOCK	16	94
02-1604 PETITCODIAC REG	27	93
02-1607 SALISBURY ELEM	89	96
02-1703 HILLSBOROUGH ELEM	33	100
02-1704 RIVERSIDE CONS	10	90
DISTRICT 02	**1211**	**96**
06-1801 APOHAQUI	21	95
06-1811 NORTON	24	79
06-1817 SUSSEX ELEM	103	91
06-1819 SUSSEX CORNER	61	98
06-1925 MACDONALD CONS	37	97
06-1927 ROTHESAY ELEM	101	97
06-1930 FAIRVALE	96	98
06-1931 KENNEBECASIS PARK	29	97
06-1932 QUISPAMSIS ELEM	81	98
06-1938 BELLEISLE ELEM	46	93
06-1939 HAMPTON ELEM	102	98
06-1943 LAKEFIELD ELEM	84	94
06-1944 HAMMOND RIVER VALLEY	25	100
DISTRICT 06	**810**	**96**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
08-2003 BARNHILL MEM	36	94
08-2004 BAYVIEW	41	90
08-2007 CENTENNIAL	51	90
08-2008 CHAMPLAIN HEIGHTS	68	93
08-2014 GLEN FALLS	26	92
08-2016 INGLEWOOD	40	98
08-2017 GRANDVIEW AVE	23	87
08-2019 HAVELOCK	36	94
08-2020 HAZEN WHITE-ST FRANC	25	92
08-2022 HOLY TRINITY	23	87
08-2023 MORNA HEIGHTS	26	96
08-2027 LAKEWOOD	16	88
08-2028 LAKEWOOD HEIGHTS	22	91
08-2029 LATIMORE LAKE	5	100
08-2030 LOCH LOMOND	84	99
08-2039 PRINCE CHARLES	28	89
08-2041 PRINCESS ELIZABETH	25	100
08-2045 SEAWOOD	20	100
08-2052 ST. MARTINS	19	95
08-2053 ST. PATRICK'S	69	96
08-2057 ST. ROSE	27	96
08-2059 M. GERALD TEED	53	96
08-2062 WESTFIELD	57	98
08-2065 MILLIDGEVILLE NORTH	74	100
08-2067 ST. JOHN THE BAPTIST	30	93
08-2070 ISLAND VIEW	57	98
08-2071 FOREST HILLS ELEM	90	98
08-2073 BROWN'S FLAT	21	100
08-2074 FUNDY SHORES	18	89
DISTRICT 08	**1110**	**95**
10-2101 BACK BAY	6	100
10-2103 BLACKS HARBOUR	29	97
10-2104 DEER ISLAND	12	100
10-2107 PENNFIELD	20	85
10-2110 ST. GEORGE	34	100
10-2201 GRAND MANAN	37	95
10-2206 WHITE HEAD	1	100
10-2301 CAMPOBELLO	12	100
10-2302 LAWRENCE STATION	14	93
10-2311 VINCENT MASSEY	35	100
10-2336 ST. STEPHEN ELEM	104	97
10-2339 MILLTOWN	40	93
DISTRICT 10	**344**	**96**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	10	100
02-1416 PORT ELGIN	25	84
02-1417 SALEM	90	94
02-1503 BEAVERBROOK	32	81
02-1504 BESSBOROUGH	54	100
02-1505 BIRCHMOUNT	65	98
02-1514 FOREST GLEN	57	95
02-1516 GUNNINGSVILLE	42	95
02-1519 HILLCREST	19	79
02-1527 LOWER COVERDALE	17	94
02-1528 MAGNETIC HILL	43	98
02-1541 MOUNTAIN VIEW	16	100
02-1547 QUEEN ELIZABETH	70	100
02-1550 FRANK L. BOWSER	66	98
02-1551 WEST RIVERVIEW	68	93
02-1553 SHEDIAC CAPE	28	100
02-1560 UPLANDS	21	90
02-1567 CLAUDE D. TAYLOR	65	98
02-1572 ARNOLD H. MACLEOD	74	97
02-1573 EDITH CAVELL	39	92
02-1574 LOU MACNARIN	42	93
02-1576 EVERGREEN PARK	87	99
02-1601 ELGIN ELEM	6	100
02-1602 HAVELOCK	16	94
02-1604 PETITCODIAC REG	27	93
02-1607 SALISBURY ELEM	89	96
02-1703 HILLSBOROUGH ELEM	33	100
02-1704 RIVERSIDE CONS	10	90
DISTRICT 02	**1211**	**96**
06-1801 APOHAQUI	21	95
06-1811 NORTON	24	79
06-1817 SUSSEX ELEM	103	91
06-1819 SUSSEX CORNER	61	98
06-1925 MACDONALD CONS	37	97
06-1927 ROTHESAY ELEM	101	97
06-1930 FAIRVALE	96	98
06-1931 KENNEBECASIS PARK	29	97
06-1932 QUISPAMSIS ELEM	81	98
06-1938 BELLEISLE ELEM	46	93
06-1939 HAMPTON ELEM	102	98
06-1943 LAKEFIELD ELEM	84	94
06-1944 HAMMOND RIVER VALLEY	25	100
DISTRICT 06	**810**	**96**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
08-2003 BARNHILL MEM	36	94
08-2004 BAYVIEW	41	90
08-2007 CENTENNIAL	51	90
08-2008 CHAMPLAIN HEIGHTS	68	93
08-2014 GLEN FALLS	26	92
08-2016 INGLEWOOD	40	98
08-2017 GRANDVIEW AVE	23	87
08-2019 HAVELOCK	36	94
08-2020 HAZEN WHITE-ST FRANC	25	92
08-2022 HOLY TRINITY	23	87
08-2023 MORNA HEIGHTS	26	96
08-2027 LAKEWOOD	16	88
08-2028 LAKEWOOD HEIGHTS	22	91
08-2029 LATIMORE LAKE	5	100
08-2030 LOCH LOMOND	84	99
08-2039 PRINCE CHARLES	28	89
08-2041 PRINCESS ELIZABETH	25	100
08-2045 SEAWOOD	20	100
08-2052 ST. MARTINS	19	95
08-2053 ST. PATRICK'S	69	96
08-2057 ST. ROSE	27	96
08-2059 M. GERALD TEED	53	96
08-2062 WESTFIELD	57	98
08-2065 MILLIDGEVILLE NORTH	74	100
08-2067 ST. JOHN THE BAPTIST	30	93
08-2070 ISLAND VIEW	57	98
08-2071 FOREST HILLS ELEM	90	98
08-2073 BROWN'S FLAT	21	100
08-2074 FUNDY SHORES	18	89
DISTRICT 08	**1110**	**95**
10-2101 BACK BAY	6	100
10-2103 BLACKS HARBOUR	29	97
10-2104 DEER ISLAND	12	100
10-2107 PENNFIELD	20	85
10-2110 ST. GEORGE	34	100
10-2201 GRAND MANAN	37	95
10-2206 WHITE HEAD	1	100
10-2301 CAMPOBELLO	12	100
10-2302 LAWRENCE STATION	14	93
10-2311 VINCENT MASSEY	35	100
10-2336 ST. STEPHEN ELEM	104	97
10-2339 MILLTOWN	40	93
DISTRICT 10	**344**	**96**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2802 NACKAWIC ELEM	37	92
14-2803 CANTERBURY	16	100
14-2807 KESWICK VALLEY	28	79
14-2808 MILLVILLE	5	100
14-2902 WOODSTOCK CENT	68	96
14-2905 SOUTHERN CARLETON	69	91
14-2906 CENTRAL CARLETON	47	96
14-2907 DEBEC	19	100
14-3002 BATH ELEM	42	98
14-3004 BRISTOL ELEM	21	86
14-3006 CENTREVILLE ELEM	30	93
14-3008 FLORENCEVILLE MIDDLE	15	100
14-3009 FLORENCEVILLE ELEM	37	92
14-3014 JUNIPER ELEM	4	100
14-3102 NEW DENMARK	15	93
14-3107 ANDOVER ELEM	74	95
14-3108 AROOSTOOK ELEM	10	100
14-3122 DONALD FRASER MEM	39	85
14-5001 JOHN CALDWELL	36	97
14-5401 SAINT MARY'S ACAD	16	88
DISTRICT 14	**628**	**93**
15-3601 JACQUET RIVER	26	88
15-3603 LORNE	3	100
15-3613 L. E. REINSBOROUGH	56	95
15-3803 LORD BEAVERBROOK	61	98
15-3818 TIDE HEAD	9	89
15-4202 CORONATION PARK	24	92
15-4208 SOUTH BATHURST	40	100
15-4210 MARY GOSNELL	25	96
15-4212 BELLEDUNE	7	100
15-4259 JANEVILLE	6	67
15-4260 PARKWOOD	53	98
DISTRICT 15	**310**	**95**
16-0802 TABUSINTAC	8	100
16-0813 HARKINS ELEM	50	98
16-0839 MILLERTON ELEM-JR	14	100
16-0843 BLACKVILLE	51	96
16-0856 CROFT	58	98
16-0858 GRETNA GREEN	43	93
16-0859 NORTH & SOUTH ESK EL	27	100
16-1004 IAN BAILLIE	48	98
16-1013 MIRAMICHI RURAL	8	100
16-1014 NAPAN	10	90
16-1017 NELSON	36	100
16-1018 ST. ANDREWS	42	90
16-4010 HARCOURT	7	86
16-4017 REXTON ELEM	79	100
DISTRICT 16	**481**	**97**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
17-2404 CHIPMAN ELEM	28	93
17-2405 COLES ISLAND	6	100
17-2411 MINTO ELEM-MIDDLE	69	99
17-2412 CAMBRIDGE-NARROWS	12	92
17-2503 GEARY ELEM	29	86
17-2504 LOWER LINCOLN	46	89
17-2505 SUNBURY WEST	38	95
17-2506 ASSINIBOINE AVE	48	100
17-2508 GESNER ST	73	97
17-2509 HUBBARD AVE	24	96
17-2510 SUMMERHILL ST	72	96
17-2522 GAGETOWN	25	96
DISTRICT 17	**470**	**95**
18-0903 DOAKTOWN PRIMARY	21	95
18-0905 UPPER MIRAMICHI ELEM	27	93
18-0907 STANLEY ELEM	27	96
18-2602 BARKERS POINT	49	86
18-2604 CONNAUGHT ST	51	84
18-2606 DOUGLAS	8	100
18-2609 GARDEN CREEK	47	98
18-2611 KESWICK RIDGE	22	91
18-2614 KINGSCLEAR CONS	12	100
18-2620 NASHWAAK VALLEY	18	94
18-2621 NASHWAAKSIS MEM	41	90
18-2622 MCADAM AVE	32	91
18-2623 PARK ST	55	93
18-2624 PRIESTMAN ST	81	94
18-2629 SOUTH DEVON	41	90
18-2631 ALEXANDER GIBSON	65	91
18-2633 MONTGOMERY ST	30	93
18-2634 LIVERPOOL ST	61	95
18-2638 ROYAL ROAD	64	98
18-2639 NEW MARYLAND	104	92
18-2701 HARVEY ELEM	39	95
18-2703 MCADAM ELEM	20	90
DISTRICT 18	**915**	**93**
PROVINCE	**6279**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2802 NACKAWIC ELEM	37	92
14-2803 CANTERBURY	16	100
14-2807 KESWICK VALLEY	28	79
14-2808 MILLVILLE	5	100
14-2902 WOODSTOCK CENT	68	96
14-2905 SOUTHERN CARLETON	69	91
14-2906 CENTRAL CARLETON	47	96
14-2907 DEBEC	19	100
14-3002 BATH ELEM	42	98
14-3004 BRISTOL ELEM	21	86
14-3006 CENTREVILLE ELEM	30	93
14-3008 FLORENCEVILLE MIDDLE	15	100
14-3009 FLORENCEVILLE ELEM	37	92
14-3014 JUNIPER ELEM	4	100
14-3102 NEW DENMARK	15	93
14-3107 ANDOVER ELEM	74	95
14-3108 AROOSTOOK ELEM	10	100
14-3122 DONALD FRASER MEM	39	85
14-5001 JOHN CALDWELL	36	97
14-5401 SAINT MARY'S ACAD	16	88
DISTRICT 14	**628**	**93**
15-3601 JACQUET RIVER	26	88
15-3603 LORNE	3	100
15-3613 L. E. REINSBOROUGH	56	95
15-3803 LORD BEAVERBROOK	61	98
15-3818 TIDE HEAD	9	89
15-4202 CORONATION PARK	24	92
15-4208 SOUTH BATHURST	40	100
15-4210 MARY GOSNELL	25	96
15-4212 BELLEDUNE	7	100
15-4259 JANEVILLE	6	67
15-4260 PARKWOOD	53	98
DISTRICT 15	**310**	**95**
16-0802 TABUSINTAC	8	100
16-0813 HARKINS ELEM	50	98
16-0839 MILLERTON ELEM-JR	14	100
16-0843 BLACKVILLE	51	96
16-0856 CROFT	58	98
16-0858 GRETNA GREEN	43	93
16-0859 NORTH & SOUTH ESK EL	27	100
16-1004 IAN BAILLIE	48	98
16-1013 MIRAMICHI RURAL	8	100
16-1014 NAPAN	10	90
16-1017 NELSON	36	100
16-1018 ST. ANDREWS	42	90
16-4010 HARCOURT	7	86
16-4017 REXTON ELEM	79	100
DISTRICT 16	**481**	**97**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
17-2404 CHIPMAN ELEM	28	93
17-2405 COLES ISLAND	6	100
17-2411 MINTO ELEM-MIDDLE	69	99
17-2412 CAMBRIDGE-NARROWS	12	92
17-2503 GEARY ELEM	29	86
17-2504 LOWER LINCOLN	46	89
17-2505 SUNBURY WEST	38	95
17-2506 ASSINIBOINE AVE	48	100
17-2508 GESNER ST	73	97
17-2509 HUBBARD AVE	24	96
17-2510 SUMMERHILL ST	72	96
17-2522 GAGETOWN	25	96
DISTRICT 17	**470**	**95**
18-0903 DOAKTOWN PRIMARY	21	95
18-0905 UPPER MIRAMICHI ELEM	27	93
18-0907 STANLEY ELEM	27	96
18-2602 BARKERS POINT	49	86
18-2604 CONNAUGHT ST	51	84
18-2606 DOUGLAS	8	100
18-2609 GARDEN CREEK	47	98
18-2611 KESWICK RIDGE	22	91
18-2614 KINGSCLEAR CONS	12	100
18-2620 NASHWAAK VALLEY	18	94
18-2621 NASHWAAKSIS MEM	41	90
18-2622 MCADAM AVE	32	91
18-2623 PARK ST	55	93
18-2624 PRIESTMAN ST	81	94
18-2629 SOUTH DEVON	41	90
18-2631 ALEXANDER GIBSON	65	91
18-2633 MONTGOMERY ST	30	93
18-2634 LIVERPOOL ST	61	95
18-2638 ROYAL ROAD	64	98
18-2639 NEW MARYLAND	104	92
18-2701 HARVEY ELEM	39	95
18-2703 MCADAM ELEM	20	90
DISTRICT 18	**915**	**93**
PROVINCE	**6279**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER	15	93
02-1402 MARSHVIEW MIDDLE	106	97
02-1416 PORT ELGIN	27	100
02-1503 BEAVERBROOK	37	81
02-1504 BESSBOROUGH	66	100
02-1505 BIRCHMOUNT	54	100
02-1516 GUNNINGSVILLE	46	98
02-1519 HILLCREST	28	93
02-1527 LOWER COVERDALE	10	90
02-1528 MAGNETIC HILL	47	100
02-1541 MOUNTAIN VIEW	16	100
02-1547 QUEEN ELIZABETH	68	100
02-1550 FRANK L. BOWSER	6[illegible]	98
02-1551 WEST RIVERVIEW	50	90
02-1553 SHEDIAC CAPE	29	93
02-1559 SUNNY BRAE	55	95
02-1567 CLAUDE D. TAYLOR	81	100
02-1571 LEWISVILLE MIDDLE	87	98
02-1573 EDITH CAVELL	32	97
02-1574 LOU MACNARIN	49	94
02-1576 EVERGREEN PARK	106	98
02-1601 ELGIN ELEM	11	100
02-1602 HAVELOCK	24	96
02-1604 PETITCODIAC REG	35	100
02-1610 J.M.A. ARMSTRONG	86	98
02-1703 HILLSBOROUGH	55	85
02-1704 RIVERSIDE CONS	19	95
DISTRICT 02	**1302**	**96**
06-1801 APOHAQUI	16	88
06-1811 NORTON	22	91
06-1817 SUSSEX ELEM	90	92
06-1819 SUSSEX CORNER	61	97
06-1925 MACDONALD CONS	43	95
06-1927 ROTHESAY ELEM	109	95
06-1930 FAIRVALE ELEM	85	98
06-1931 KENNEBECASIS PARK	23	96
06-1932 QUISPAMSIS ELEM	98	98
06-1938 BELLEISLE ELEM	41	95
06-1939 HAMPTON ELEM	103	96
06-1943 LAKEFIELD ELEM	81	96
06-1944 HAMMOND RIVER VALLEY	32	69
DISTRICT 06	**804**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
08-2003 BARNHILL MEM	26	88
08-2004 BAYVIEW	40	98
08-2007 CENTENNIAL	56	96
08-2008 CHAMPLAIN HEIGHTS	69	87
08-2014 GLEN FALLS	32	88
08-2016 INGLEWOOD	46	93
08-2017 GRANDVIEW AVE	31	87
08-2019 HAVELOCK	29	90
08-2020 HAZEN WHITE-ST FRANC	23	78
08-2022 HOLY TRINITY	16	88
08-2023 MORNA HEIGHTS	20	100
08-2027 LAKEWOOD	22	100
08-2028 LAKEWOOD HEIGHTS	25	100
08-2029 LATIMORE LAKE	8	100
08-2030 LOCH LOMOND	62	98
08-2039 PRINCE CHARLES	19	100
08-2041 PRINCESS ELIZABETH	24	96
08-2045 SEAWOOD	15	93
08-2052 ST. MARTINS	26	96
08-2053 ST. PATRICK'S	49	96
08-2057 ST. ROSE	43	95
08-2059 M. GERALD TEED	52	98
08-2062 WESTFIELD	53	94
08-2065 MILLIDGEVILLE	101	100
08-2067 ST. JOHN THE BAPTIST	19	89
08-2070 ISLAND VIEW	60	97
08-2071 FOREST HILLS ELEM	57	98
08-2073 BROWN'S FLAT	13	100
08-2074 FUNDY SHORES	15	100
DISTRICT 08	**1051**	**95**
10-2101 BACK BAY	9	100
10-2103 BLACKS HARBOUR	39	97
10-2104 DEER ISLAND	12	92
10-2110 ST. GEORGE ELEM	47	94
10-2201 GRAND MANAN	35	97
10-2206 WHITE HEAD	3	100
10-2301 CAMPOBELLO ISLAND	15	100
10-2302 LAWRENCE STATION	10	90
10-2311 VINCENT MASSEY	33	97
10-2336 ST. STEPHEN ELEM	83	92
10-2339 MILLTOWN ELEM	46	89
DISTRICT 10	**332**	**94**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER	15	93
02-1402 MARSHVIEW MIDDLE	106	97
02-1416 PORT ELGIN	27	100
02-1503 BEAVERBROOK	37	81
02-1504 BESSBOROUGH	66	100
02-1505 BIRCHMOUNT	54	100
02-1516 GUNNINGSVILLE	46	98
02-1519 HILLCREST	28	93
02-1527 LOWER COVERDALE	10	90
02-1528 MAGNETIC HILL	47	100
02-1541 MOUNTAIN VIEW	16	100
02-1547 QUEEN ELIZABETH	68	100
02-1550 FRANK L. BOWSER	63	98
02-1551 WEST RIVERVIEW	50	90
02-1553 SHEDIAC CAPE	29	93
02-1559 SUNNY BRAE	55	95
02-1567 CLAUDE D. TAYLOR	81	100
02-1571 LEWISVILLE MIDDLE	87	98
02-1573 EDITH CAVELL	32	97
02-1574 LOU MACNARIN	49	94
02-1576 EVERGREEN PARK	106	98
02-1601 ELGIN ELEM	11	100
02-1602 HAVELOCK	24	96
02-1604 PETITCODIAC REG	35	100
02-1610 J.M.A. ARMSTRONG	86	98
02-1703 HILLSBOROUGH	55	85
02-1704 RIVERSIDE CONS	19	95
DISTRICT 02	**1302**	**96**
06-1801 APOHAQUI	16	88
06-1811 NORTON	22	91
06-1817 SUSSEX ELEM	90	92
06-1819 SUSSEX CORNER	61	97
06-1925 MACDONALD CONS	43	95
06-1927 ROTHESAY ELEM	109	95
06-1930 FAIRVALE ELEM	85	98
06-1931 KENNEBECASIS PARK	23	96
06-1932 QUISPAMSIS ELEM	98	98
06-1938 BELLEISLE ELEM	41	95
06-1939 HAMPTON ELEM	103	96
06-1943 LAKEFIELD ELEM	81	96
06-1944 HAMMOND RIVER VALLEY	32	69
DISTRICT 06	**804**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
08-2003 BARNHILL MEM	26	88
08-2004 BAYVIEW	40	98
08-2007 CENTENNIAL	56	96
08-2008 CHAMPLAIN HEIGHTS	69	87
08-2014 GLEN FALLS	32	88
08-2016 INGLEWOOD	46	93
08-2017 GRANDVIEW AVE	31	87
08-2019 HAVELOCK	29	90
08-2020 HAZEN WHITE-ST FRANC	23	78
08-2022 HOLY TRINITY	16	88
08-2023 MORNA HEIGHTS	20	100
08-2027 LAKEWOOD	22	100
08-2028 LAKEWOOD HEIGHTS	25	100
08-2029 LATIMORE LAKE	8	100
08-2030 LOCH LOMOND	62	98
08-2039 PRINCE CHARLES	19	100
08-2041 PRINCESS ELIZABETH	24	96
08-2045 SEAWOOD	15	93
08-2052 ST. MARTINS	26	96
08-2053 ST. PATRICK'S	49	96
08-2057 ST. ROSE	43	95
08-2059 M. GERALD TEED	52	98
08-2062 WESTFIELD	53	94
08-2065 MILLIDGEVILLE	101	100
08-2067 ST. JOHN THE BAPTIST	19	89
08-2070 ISLAND VIEW	60	97
08-2071 FOREST HILLS ELEM	57	98
08-2073 BROWN'S FLAT	13	100
08-2074 FUNDY SHORES	15	100
DISTRICT 08	**1051**	**95**
10-2101 BACK BAY	9	100
10-2103 BLACKS HARBOUR	39	97
10-2104 DEER ISLAND	12	92
10-2110 ST. GEORGE ELEM	47	94
10-2201 GRAND MANAN	35	97
10-2206 WHITE HEAD	3	100
10-2301 CAMPOBELLO ISLAND	15	100
10-2302 LAWRENCE STATION	10	90
10-2311 VINCENT MASSEY	33	97
10-2336 ST. STEPHEN ELEM	83	92
10-2339 MILLTOWN ELEM	46	89
DISTRICT 10	**332**	**94**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2802 NACKAWIC ELEM	47	96
14-2803 CANTERBURY	13	100
14-2807 KESWICK VALLEY	28	96
14-2808 MILLVILLE	8	100
14-2902 WOODSTOCK CENT	68	96
14-2905 SOUTHERN CARLETON	75	92
14-2906 CENTRAL CARLETON	57	100
14-2907 DEBEC	21	95
14-3001 BATH MIDDLE	23	87
14-3004 BRISTOL ELEM	26	96
14-3005 CENTREVILLE MIDDLE	37	84
14-3009 FLORENCEVILLE ELEM	41	95
14-3014 JUNIPER	5	80
14-3102 NEW DENMARK	17	94
14-3107 ANDOVER ELEM	68	97
14-3108 AROOSTOOK ELEM	8	100
14-3122 DONALD FRASER MEM	49	92
14-5001 JOHN CALDWELL	45	87
14-5401 SAINT MARY'S ACAD	14	93
DISTRICT 14	**650**	**94**
15-3601 JACQUET RIVER	32	88
15-3603 LORNE	5	80
15-3613 L. E. REINSBOROUGH	51	94
15-3806 CAMPBELLTON MIDDLE	73	95
15-3818 TIDE HEAD	11	64
15-4202 CORONATION PARK	49	94
15-4208 SOUTH BATHURST	41	100
15-4212 BELLEDUNE	2	100
15-4259 JANEVILLE	16	100
15-4260 PARKWOOD ELEM	56	96
DISTRICT 15	**336**	**94**
16-0802 TABUSINTAC	15	93
16-0813 HARKINS ELEM	49	92
16-0839 MILLERTON ELEM-JR	18	94
16-0843 BLACKVILLE	45	93
16-0856 CROFT	58	98
16-0858 GRETNA GREEN	42	95
16-0859 NORTH & SOUTH ESK EL	47	96
16-1013 MIRAMICHI RURAL	8	100
16-1014 NAPAN ELEM	12	83
16-1017 NELSON RURAL	32	100
16-1018 ST. ANDREWS ELEM	97	99
16-4010 HARCOURT	9	78
16-4017 REXTON	83	96
DISTRICT 16	**515**	**96**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
17-2404 CHIPMAN ELEM	40	100
17-2405 COLES ISLAND	9	100
17-2411 MINTO ELEM-MIDDLE	59	97
17-2412 CAMBRIDGE-NARROWS	16	100
17-2503 GEARY	22	82
17-2504 LOWER LINCOLN	42	95
17-2505 SUNBURY WEST	38	92
17-2506 ASSINIBOINE AVE	34	100
17-2508 GESNER ST	76	96
17-2509 HUBBARD AVE	25	88
17-2510 SUMMERHILL ST	77	91
17-2522 GAGETOWN	20	85
DISTRICT 17	**458**	**94**
18-0901 DOAKTOWN CONS	18	100
18-0905 UPPER MIRAMICHI ELEM	30	100
18-0907 STANLEY ELEM	31	100
18-2602 BARKERS POINT	46	87
18-2604 CONNAUGHT ST	47	89
18-2606 DOUGLAS	23	100
18-2609 GARDEN CREEK	84	96
18-2611 KESWICK RIDGE	39	92
18-2614 KINGSCLEAR CONS	13	92
18-2620 NASHWAAK VALLEY	26	96
18-2621 NASHWAAKSIS MEM	45	91
18-2622 MCADAM AVE	26	88
18-2623 PARK STREET	69	93
18-2624 PRIESTMAN ST	80	98
18-2629 SOUTH DEVON	35	86
18-2631 ALEXANDER GIBSON	67	93
18-2633 MONTGOMERY ST	31	100
18-2634 LIVERPOOL ST	55	95
18-2638 ROYAL ROAD	52	100
18-2639 NEW MARYLAND	105	99
18-2701 HARVEY ELEM	42	90
18-2703 MCADAM ELEM	25	92
DISTRICT 18	**989**	**95**
PROVINCE	**6437**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2802 NACKAWIC ELEM	47	96
14-2803 CANTERBURY	13	100
14-2807 KESWICK VALLEY	28	96
14-2808 MILLVILLE	8	100
14-2902 WOODSTOCK CENT	68	96
14-2905 SOUTHERN CARLETON	75	92
14-2906 CENTRAL CARLETON	57	100
14-2907 DEBEC	21	95
14-3001 BATH MIDDLE	23	87
14-3004 BRISTOL ELEM	26	96
14-3005 CENTREVILLE MIDDLE	37	84
14-3009 FLORENCEVILLE ELEM	41	95
14-3014 JUNIPER	5	80
14-3102 NEW DENMARK	17	94
14-3107 ANDOVER ELEM	68	97
14-3108 AROOSTOOK ELEM	8	100
14-3122 DONALD FRASER MEM	49	92
14-5001 JOHN CALDWELL	45	87
14-5401 SAINT MARY'S ACAD	14	93
DISTRICT 14	**650**	**94**
15-3601 JACQUET RIVER	32	88
15-3603 LORNE	5	80
15-3613 L. E. REINSBOROUGH	51	94
15-3806 CAMPBELLTON MIDDLE	73	95
15-3818 TIDE HEAD	11	64
15-4202 CORONATION PARK	49	94
15-4208 SOUTH BATHURST	41	100
15-4212 BELLEDUNE	2	100
15-4259 JANEVILLE	16	100
15-4260 PARKWOOD ELEM	56	96
DISTRICT 15	**336**	**94**
16-0802 TABUSINTAC	15	93
16-0813 HARKINS ELEM	49	92
16-0839 MILLERTON ELEM-JR	18	94
16-0843 BLACKVILLE	45	93
16-0856 CROFT	58	98
16-0858 GRETNA GREEN	42	95
16-0859 NORTH & SOUTH ESK EL	47	96
16-1013 MIRAMICHI RURAL	8	100
16-1014 NAPAN ELEM	12	83
16-1017 NELSON RURAL	32	100
16-1018 ST. ANDREWS ELEM	97	99
16-4010 HARCOURT	9	78
16-4017 REXTON	83	96
DISTRICT 16	**515**	**96**

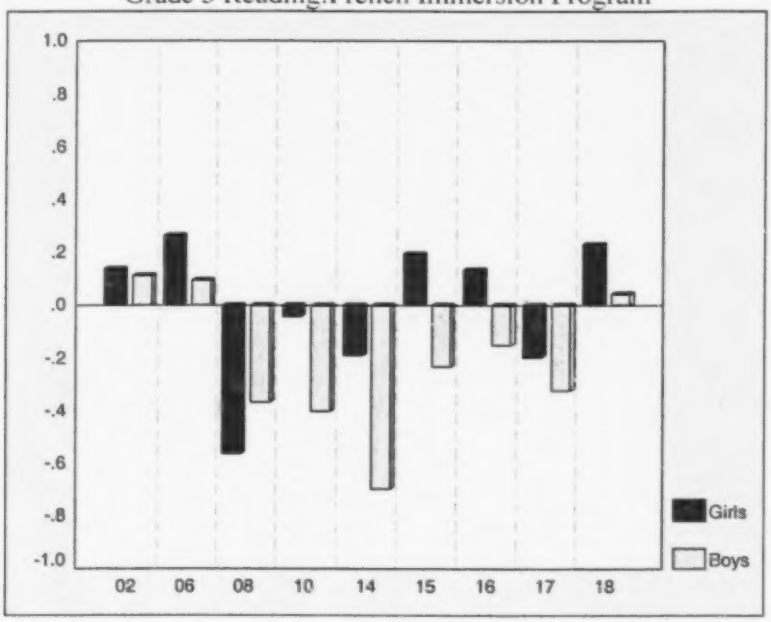
Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
17-2404 CHIPMAN ELEM	40	100
17-2405 COLES ISLAND	9	100
17-2411 MINTO ELEM-MIDDLE	59	97
17-2412 CAMBRIDGE-NARROWS	16	100
17-2503 GEARY	22	82
17-2504 LOWER LINCOLN	42	95
17-2505 SUNBURY WEST	38	92
17-2506 ASSINIBOINE AVE	34	100
17-2508 GESNER ST	76	96
17-2509 HUBBARD AVE	25	88
17-2510 SUMMERHILL ST	77	91
17-2522 GAGETOWN	20	85
DISTRICT 17	**458**	**94**
18-0901 DOAKTOWN CONS	18	100
18-0905 UPPER MIRAMICHI ELEM	30	100
18-0907 STANLEY ELEM	31	100
18-2602 BARKERS POINT	46	87
18-2604 CONNAUGHT ST	47	89
18-2606 DOUGLAS	23	100
18-2609 GARDEN CREEK	84	96
18-2611 KESWICK RIDGE	39	92
18-2614 KINGSCLEAR CONS	13	92
18-2620 NASHWAAK VALLEY	26	96
18-2621 NASHWAAKSIS MEM	45	91
18-2622 MCADAM AVE	26	88
18-2623 PARK STREET	69	93
18-2624 PRIESTMAN ST	80	98
18-2629 SOUTH DEVON	35	86
18-2631 ALEXANDER GIBSON	67	93
18-2633 MONTGOMERY ST	31	100
18-2634 LIVERPOOL ST	55	95
18-2638 ROYAL ROAD	52	100
18-2639 NEW MARYLAND	105	99
18-2701 HARVEY ELEM	42	90
18-2703 MCADAM ELEM	25	92
DISTRICT 18	**989**	**95**
PROVINCE	**6437**	**95**

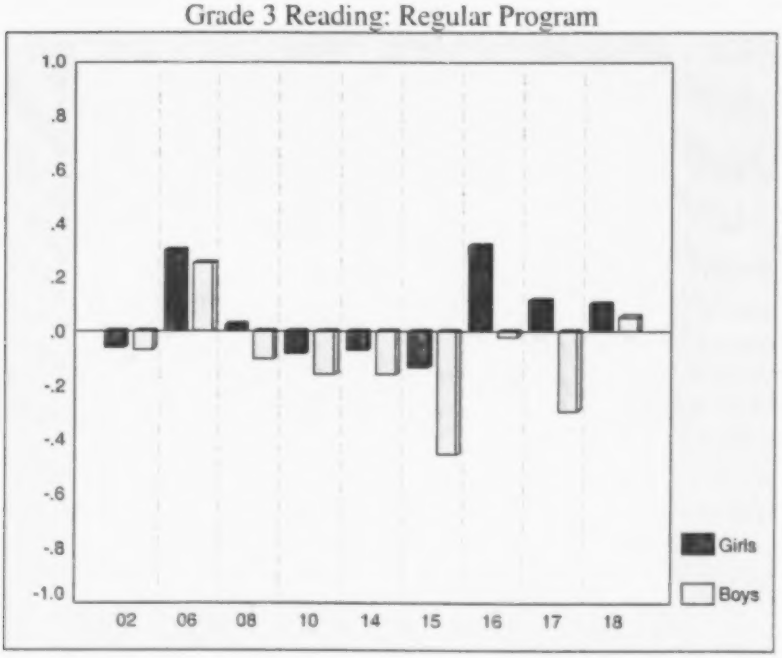
Technical Issue IV: District Results by Gender
Provincial Assessments at Grade 3 and Grade 5

In the following 9 graphs the assessment results are shown in standard score form with the provincial average set to zero. Bars above the zero point indicate above average results while bars below indicate below average performance. Differences greater than 0.50 should be considered as large, 0.30-0.50 moderate, 0.10–0.30 small and less than 0.10 as trivial.

Grade 3 Reading:French Immersion Program



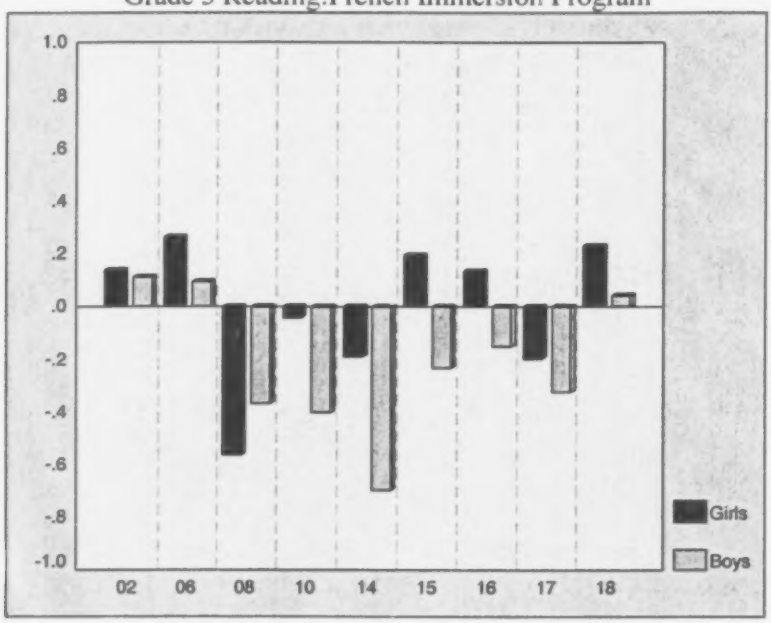
Grade 3 Reading: Regular Program



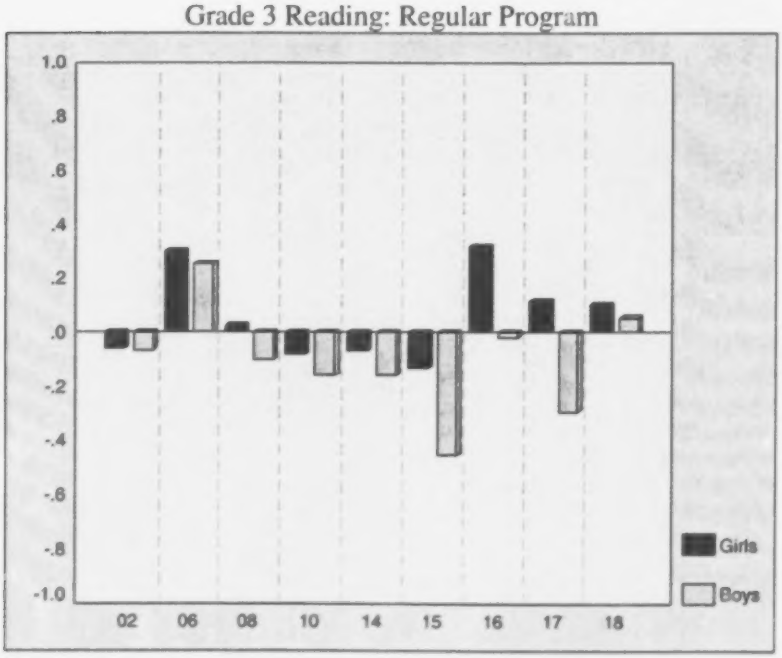
Technical Issue IV: District Results by Gender
Provincial Assessments at Grade 3 and Grade 5

In the following 9 graphs the assessment results are shown in standard score form with the provincial average set to zero. Bars above the zero point indicate above average results while bars below indicate below average performance. Differences greater than 0.50 should be considered as large, 0.30-0.50 moderate, 0.10–0.30 small and less than 0.10 as trivial.

Grade 3 Reading:French Immersion Program

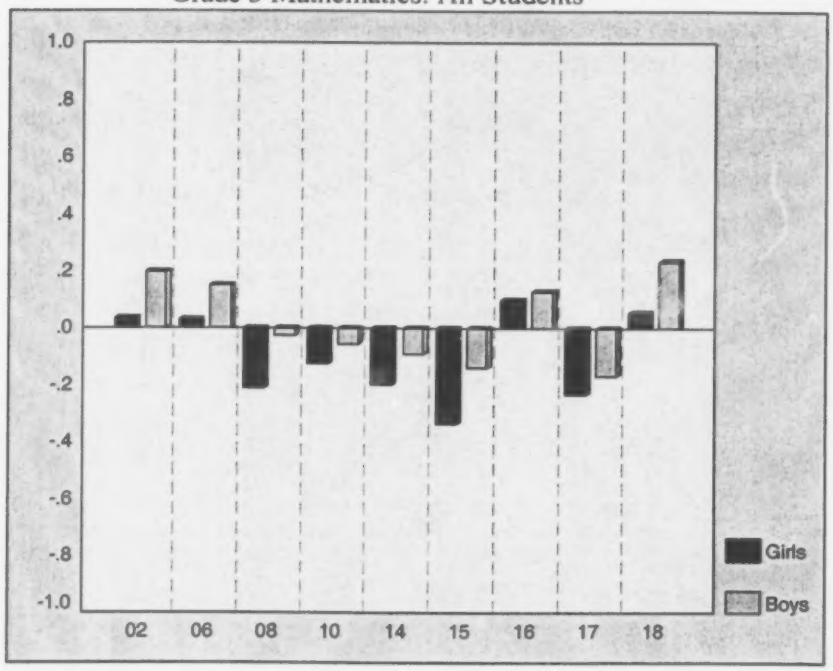


Grade 3 Reading: Regular Program

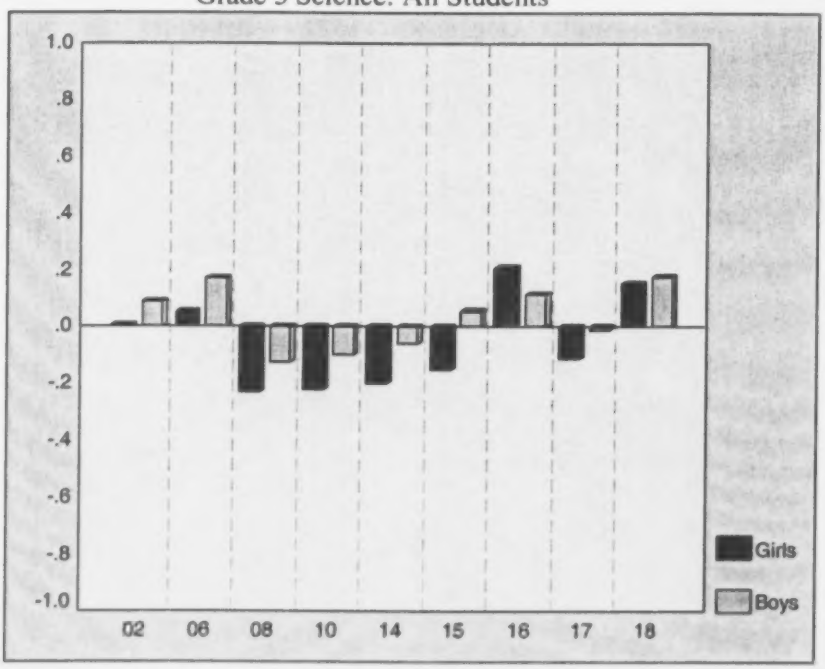


Technical Issue IV: District Results by Gender
Provincial Assessments at Grade 3 and Grade 5

Grade 3 Mathematics: All Students

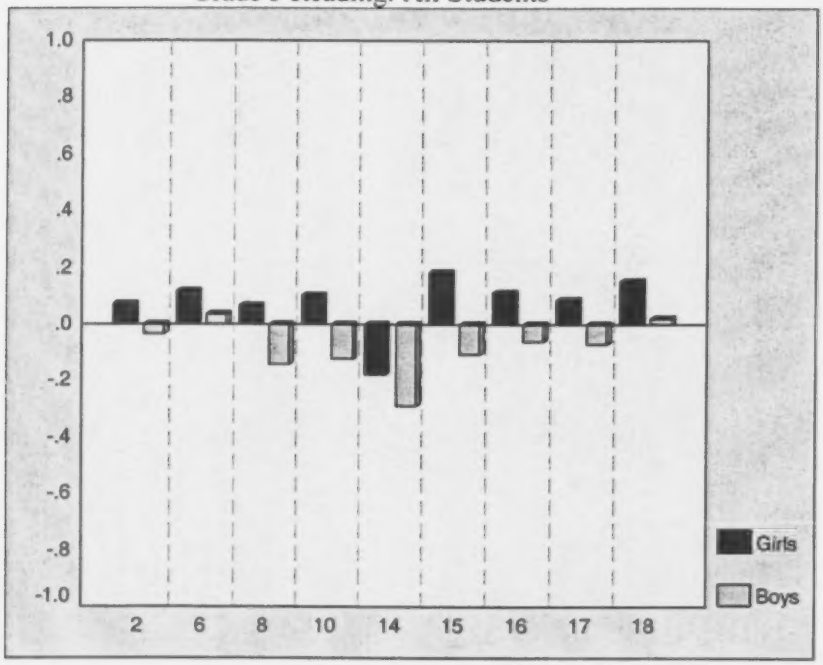


Grade 3 Science: All Students

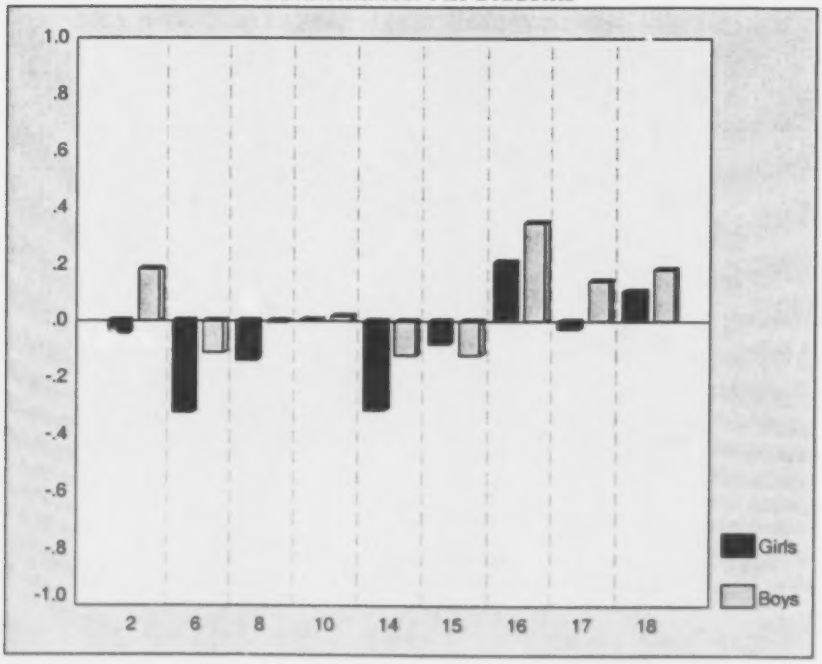


Technical Issue IV: District Results by Gender
Provincial Assessments at Grade 3 and Grade 5

Grade 5 Reading: All Students

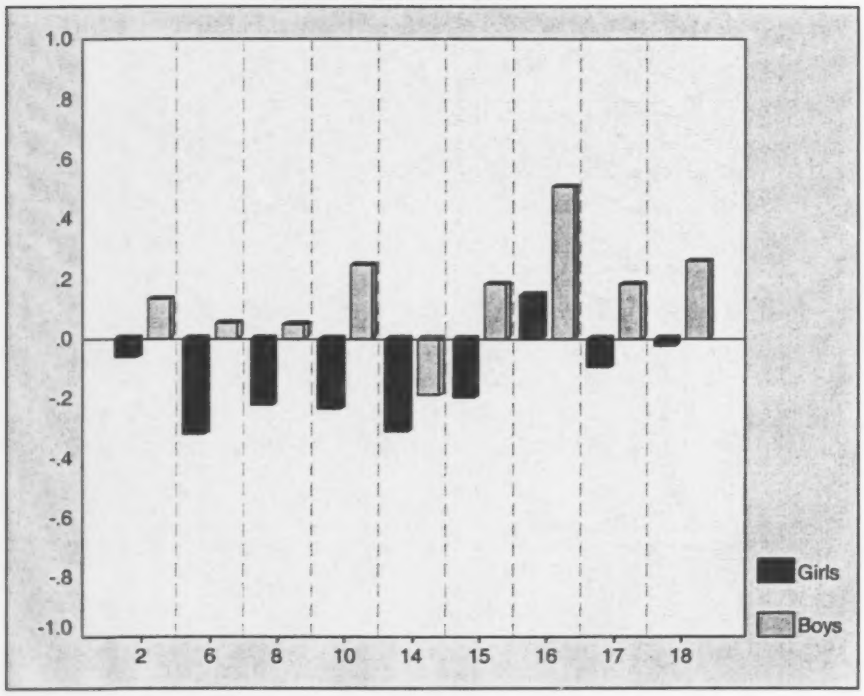


Grade 5 Mathematics: All Students

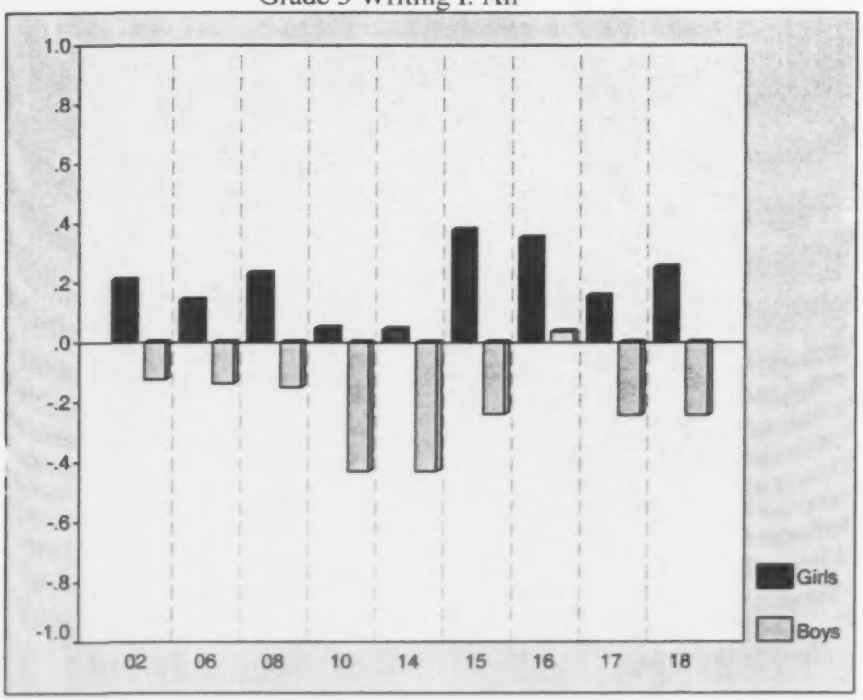


Technical Issue IV: District Results by Gender
Provincial Assessments at Grade 3 and Grade 5

Grade 5 Science: All

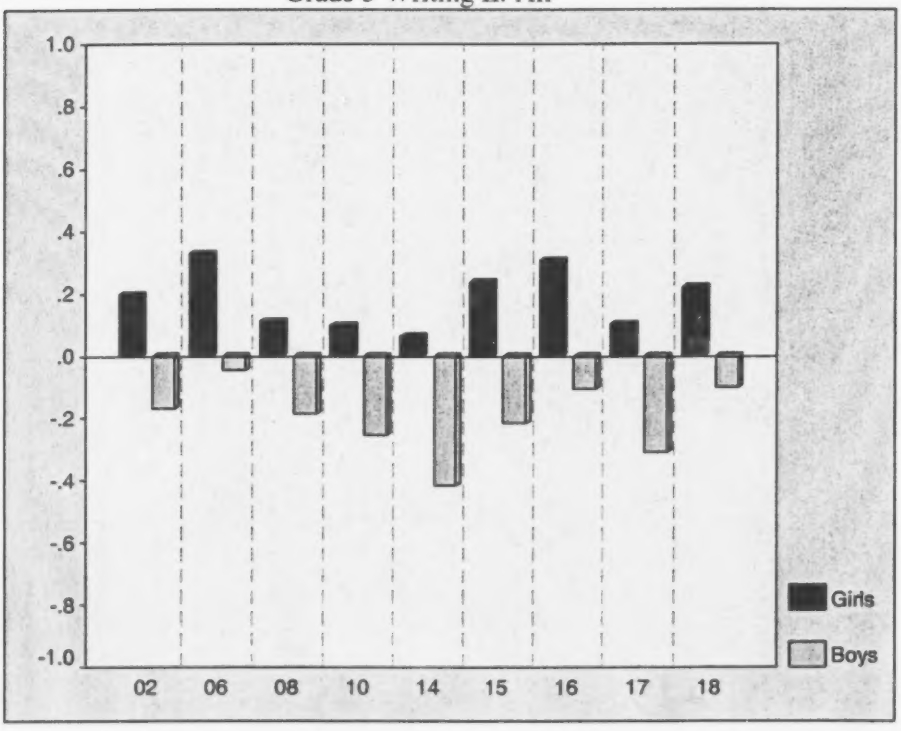


Grade 5 Writing I: All



Technical Issue IV: District Results by Gender
Provincial Assessments at Grade 3 and Grade 5

Grade 5 Writing II: All



Appendix B

ACHIEVEMENT TRENDS

Achievement Trends

The graphs on the following pages document some trends in achievement on the grade 11 Provincial Examinations, the Middle Level English Language Proficiency Assessment, the Middle Level Mathematics Assessment, and the Provincial Assessment at Grade 6 French Second Language.

The grade 11 results show the differences existing between school marks, which account for 70% of the students' final blended scores, and marks on the Provincial Examinations, which are weighted at 30%. Overall, marks have tended to remain constant with relatively little change in achievement at either the school or PE level. While the widest gaps between school level and PE marks traditionally have been in Mathematics 111/112, differences in gaps for mathematics and English lessened in 2001-2002.

Despite a dip this year, results on the Middle Level English Language Proficiency Assessment have risen generally during this period, which may reflect a continuing emphasis on literacy across the province, along with the fact that possession of a literacy credential became a requirement for receiving a New Brunswick high school diploma in June, 2001.

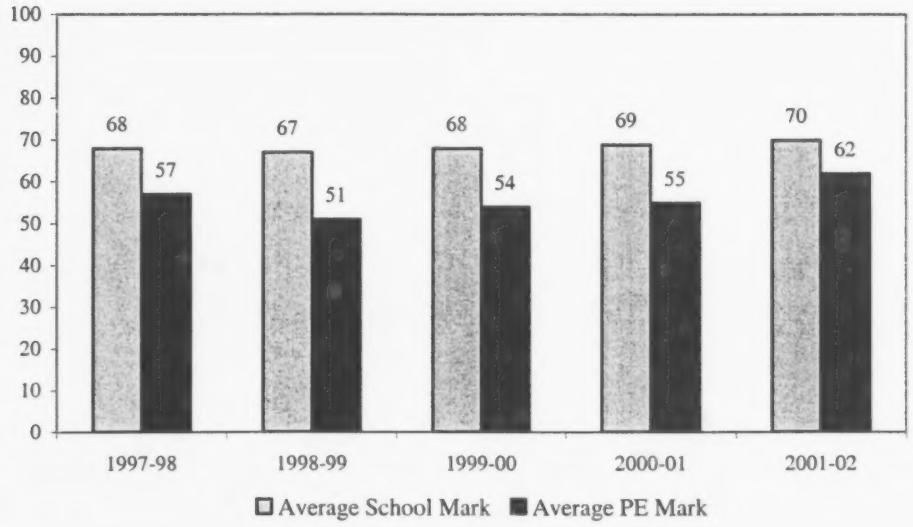
Over time, success rates on the Middle Level Mathematics Assessment have ranged from a low of 53% last year to a high of 60% in 2001-2002. Implementation of a mentoring initiative which focussed on mathematics teaching methodology may have contributed to improved student performance.

Achievement levels on the Provincial Assessment at Grade 6 French Second Language, which involves separate reading and writing components, have been relatively consistent; interestingly, when results show reading being somewhat higher in one year, writing is better in the following year.

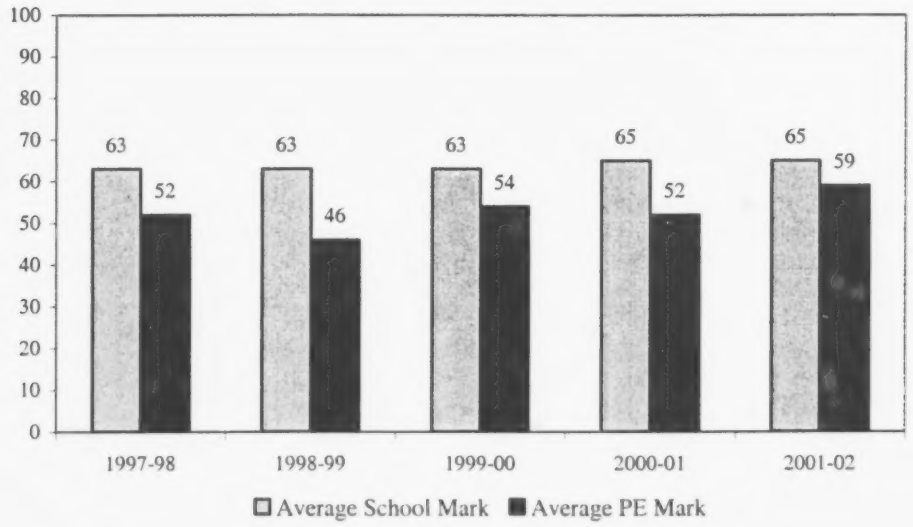
In the future, as five years of data become available for the elementary provincial assessments, these will be presented as well.

Provincial Examinations

Provincial Examinations in Mathematics 111/112

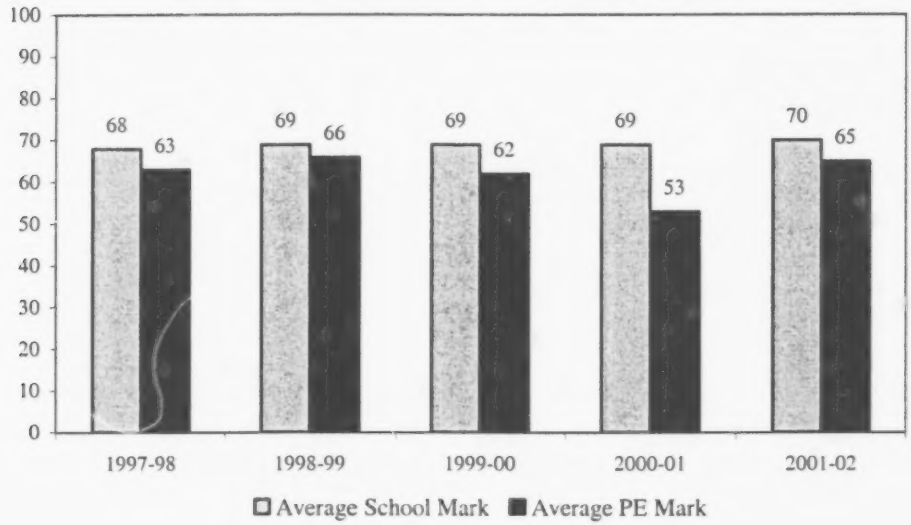


Provincial Examinations in Mathematics 113

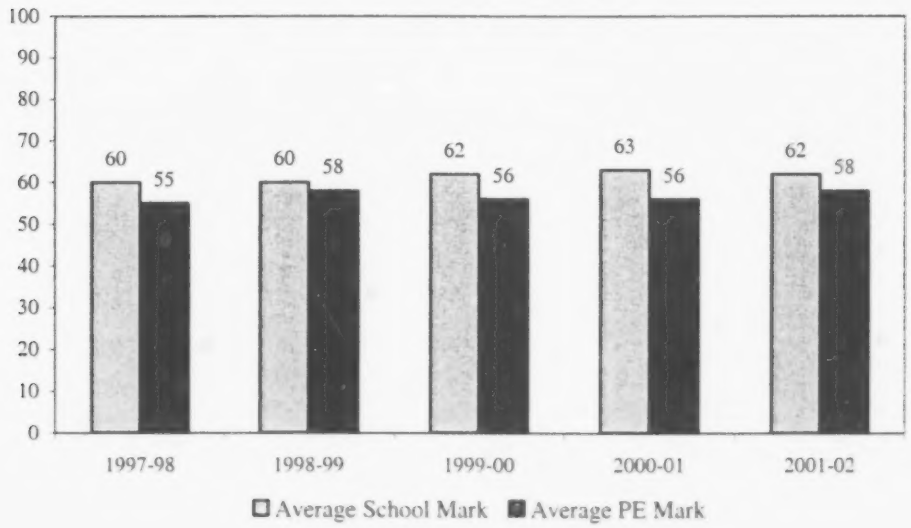


Provincial Examinations

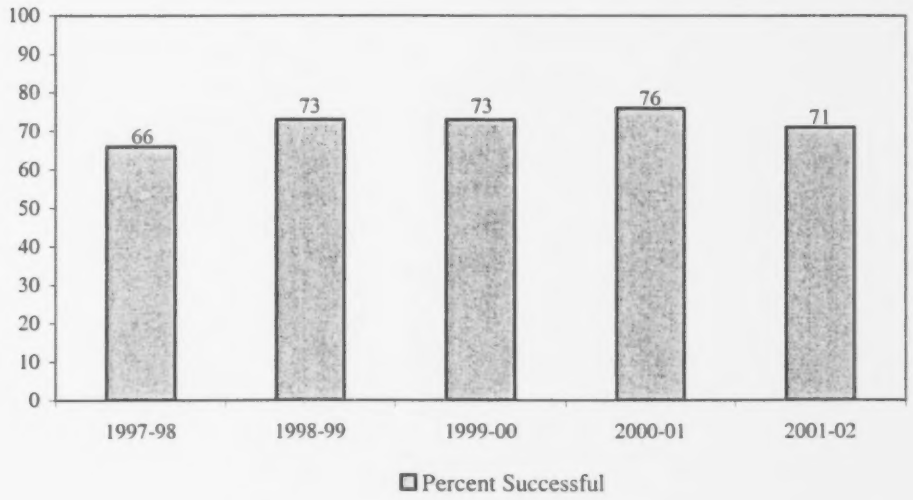
Provincial Examinations in English 111/112



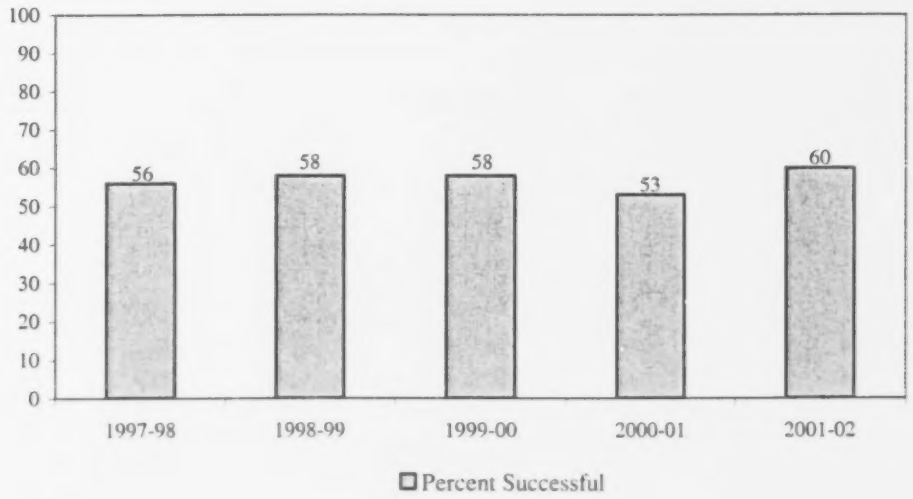
Provincial Examinations in English 113



Middle Level English Language Proficiency Assessment

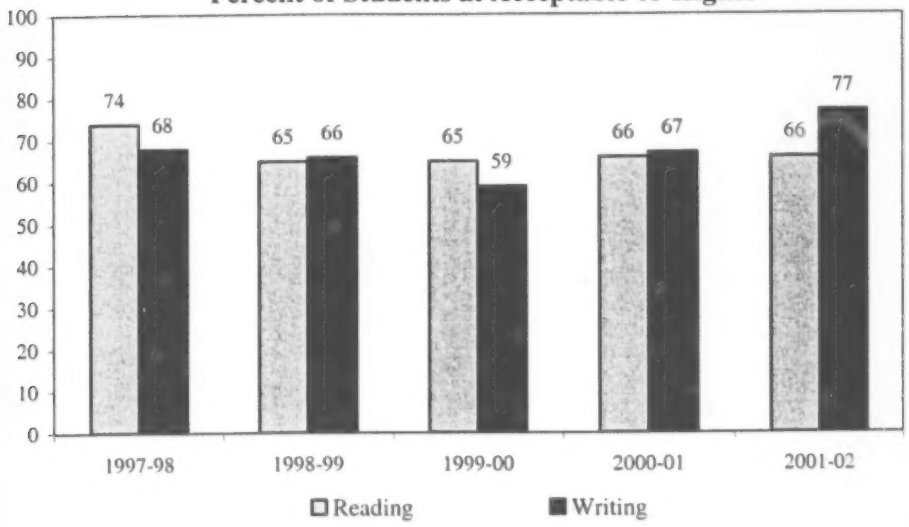


Middle Level Mathematics Assessment



Provincial Assessment at Grade Six - French Second Language

Percent of Students at Acceptable or Higher



Appendix C

- MARKING CRITERIA

- THE NEW BRUNSWICK ORAL PROFICIENCY SCALE

Middle Level English Language Proficiency Assessment

READING COMPREHENSION

Assessment Requirements: Students take two timed reading comprehension tests including both selected-response and constructed-response questions.

Overview of Test Content:

The provincial reading comprehension objectives are measured by a variety of age-appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction), drama, and poems that vary in length, subject matter, and style. Students read passages and answer selected-response and constructed-response questions which assess the strategies used to demonstrate their proficiency in reading. Questions are varied; some require demonstration of critical thinking, while others require interpretation or reflection.

Literal, interpretive and critical comprehension skills are each included.

Literal comprehension requires students to understand what is *actually stated*; it requires "recall of facts", sometimes with a broad understanding and sometimes retrieving explicit information.

Interpretive comprehension requires students to infer directly and to understand what is *implied* in a passage, developing an interpretation through a focus on specific parts of text.

Critical comprehension requires students *to analyze* and *make judgements* about material read, reflecting on the content and/or form of a text.

Within the reading test items, both selected-response and constructed-response questions, the assessment measures each of the specific objectives described in the outline below.

The reading test items, both selected-response and constructed-response questions, measure proficiency in five aspects of reading through a variety of texts.

ASPECTS OF READING:

FORMING A BROAD GENERAL UNDERSTANDING (Consider text as a whole)
The student recalls details and other information as stated in a passage.

RETRIEVING INFORMATION (Analyze independent pieces of information)
The student analyzes a passage to interpret character feelings, motives, and/or traits; to interpret events; to compare and contrast elements; or to identify relationships, such as cause and effect.

DEVELOPING AN INTERPRETATION (Form an understanding of relationships)
The student identifies the central thought of a passage, including such elements as the author's main idea, theme, purpose, viewpoint, bias, or tone of a passage.

REFLECTING ON CONTENT OF TEXT (Draw upon outside knowledge with content)
The student critically evaluates information in a passage in order to differentiate between fantasy and reality or between fact and opinion; to predict outcome; and/or to make other judgements related to the passage through reflection on content or form.

REFLECTING ON FORM OF TEXT (Identify and interpret structure)
The student identifies and interprets various forms of writing and literary techniques, such as genre, story structure, figurative language, and persuasive technique.

PROCESS WRITING

Assessment Requirements: Students submit a piece of prose, approximately 200 to 500 words, written on a topic of their choice from any discipline. Opportunities for pre-writing activities, teacher and peer conferencing, revision and editing strategies are each provided for and strongly recommended over approximately fifteen school days.

Descriptors of Performance:

SUPERIOR
- clear commitment to purpose and audience
- strong personal engagement with subject
- insightful and well considered ideas/events supported by significant, relevant, precise details
- precise choice of words
- purposeful and effective organization and expression
- minimal mechanical flaws

COMPETENT
- appreciation of purpose and audience
- good personal engagement with subject
- thoughtful and clear ideas supported by specific and purposeful details
- appropriate choice of words
- purposeful and clear organization and expression
- occasional mechanical flaws

ACCEPTABLE
- awareness of purpose and audience
- discernible personal engagement with subject
- straightforward and clear ideas supported by appropriate but generalized details
- adequate choice of words
- clear but mechanical organization and expression
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL
- diminished awareness of purpose and audience
- little personal engagement with subject
- limited but discernible ideas supported by few or repetitive details
- inadequate choice of words
- evident but sometimes inconsistent organization and expression
- mechanical errors are distracting and interfere with overall meaning

WEAK
- little or no awareness of purpose and audience
- lacks personal engagement with subject
- limited and imprecise ideas with scant/probably unrelated details
- poor choice of words
- unclear and haphazard organization and expression
- mechanical errors are jarring and seriously interfere with overall meaning

DEMAND WRITING

Assessment Requirements: Students are required to write a persuasive piece in response to a specific prompt/situation. Time for planning and preparation of a draft are provided, with additional time made available for completion of a final copy. Students are to work independently over a sixty-minute period.

Descriptors of Performance:

SUPERIOR
- clear commitment to purpose and audience
- confident, lively voice/strong personal engagement with subject
- insightful and well considered ideas
- precise choice of words
- fluent development of sentences and paragraphs
- minimal mechanical flaws

COMPETENT
- appreciation of purpose and audience
- confident, appropriate voice/good personal engagement with subject
- thoughtful and clear ideas
- appropriate choice of words
- effective development of sentences and paragraphs
- occasional mechanical flaws

ACCEPTABLE
- awareness of purpose and audience
- adequate sense of voice/discernible personal engagement with subject
- straightforward and clear ideas
- adequate choice of words
- evidence of developed sentences and paragraphs
- some mechanical flaws but not sufficient to interfere with overall meaning/message/argument

MARGINAL
- diminished/some awareness of purpose and audience
- uneven, inconsistent voice/little personal engagement with subject
- limited and/or vague ideas not organized or supported; repetitive
- inadequate choice of words
- some evidence of sentences and paragraphs
- mechanical errors are frequently distracting and/or interfere with overall meaning/message/argument

WEAK
- little or no awareness of purpose and audience
- little or no evidence of voice/lacks personal engagement with subject
- limited and imprecise ideas
- poor choice of words
- little or no evidence of sentences and paragraphs
- mechanical errors are jarring and seriously interfere with overall meaning/message/argument

Performance Levels - Middle Level Mathematics Assessment (Grade 8)

For this assessment, student achievement is classified into one of five performance levels. Below are some characteristics and practices of students achieving the different levels. Not every characteristic need be present to identify a student at a given performance level.

	Number Concepts & Operations	Patterns & Relations	Measurement & Geometry	Data Management & Probability
Superior	• selects the most appropriate representation of a number for a given situation • uses proportional reasoning with ease • comfortably deals with numeric and algebraic quantities • solves even complex novel problems correctly and often using unique approaches • communicates mathematical thinking clearly and fully	• draws correct and complete conclusions when interpreting graphs and tables • comfortably moves between different representations of a relationship • infers relationships from partial data • comfortably uses algebraic techniques to solve problems • recognizes the relationship between various algebraic situations	• efficiently combines and creates measurement formulae to find volumes and areas • applies the Pythagorean theorem even in situations where its use is not obvious • is comfortable visualizing and predicting the effects of transformations in 3 dimensions • easily links spatial and numerical/algebraic relationships	• makes good choices in representing data • draws correct and complete conclusions when interpreting data displays • clearly distinguishes between the effects of variability and central tendency measures • recognizes the uses and misuses of probability and data interpretations in society • comfortably extrapolates and interpolates data • efficiently calculates probability measures even in complex situations
Competent	• recognizes the alternative representations of numbers • uses proportional reasoning in a variety of situations • correctly operates with numeric and algebraic expressions • solves many novel problems correctly • communicates mathematical thinking reasonably clearly	• draws appropriate conclusions from tables and graphs • uses one representation of a relationship to generate another representation • sometimes infers relationships from partial data • uses algebraic techniques to solve a variety of problems • manipulates most algebraic quantities	• is comfortable using a wide variety of measurement formulae • correctly applies the Pythagorean theorem to solve problems • visualizes and predicts the effects of some transformations in 3 dimensions • sometimes links spatial and numerical/algebraic relationships	• recognizes alternatives in representing data • draws appropriate conclusions when interpreting data displays • correctly links descriptions of variability and central tendency to a set of data • recognizes some of the uses and misuses of drawing conclusions from partial data or probabilities • usually extrapolates and interpolates data correctly • correctly calculates a variety of probability measures
Acceptable	• recognizes alternative representations for some numbers • uses proportional reasoning in simple situations • correctly operates with many numeric and some algebraic expressions • solves some novel problems • communicates mathematical thinking, but not always clearly or completely	• draws some appropriate conclusions from tables and graphs • draws a graph from a table or vice versa • infers relationships from data representing basic patterns • uses algebraic techniques to solve some problems • performs algorithmic work with algebraic quantities	• applies measurement formulae correctly in many situations • knows when to apply the Pythagorean theorem and uses it in simple situations • visualizes simple shapes and predicts the effects of simple transformations in 3 dimensions • occasionally links spatial and numerical/algebraic relationships	• creates simple data displays of various sorts • draws some correct conclusions from data displays • calculates measures of central tendency and variability correctly • recognizes situations where media draw conclusions from data • sometimes extrapolates and interpolates data • correctly calculates simple probability measures
Marginal	• uses the suggested representation for a number • has difficulty using proportional reasoning • correctly operates with some numeric expressions • has difficulty dealing with novel problems • rarely can explain mathematical thinking	• describes graphs and tables, but does not often draw appropriate conclusions • sometimes draws a graph from a table or vice versa • continues a pattern, but struggles to describe it algebraically • avoids algebraic techniques to solve problems • only operates with very simple algebraic quantities	• applies measurement formulae correctly in simple situations • knows the meaning of the Pythagorean theorem but does not apply it consistently • visualizes a few very simple shapes and predicts the effects of only the most simple transformations in 3 dimensions • rarely links spatial and numerical/algebraic relationships	• creates some simple data displays with few errors • describes data displays, but has difficulty drawing conclusions • calculates measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • sometimes correctly calculates simple probability measures
Weak	• generally uses the suggested representation for a number • rarely uses proportional reasoning • makes many computational errors dealing with numbers and algebraic expressions • rarely knows how to proceed in solving novel problems • generally does not attempt to explain mathematical thinking	• describes only simple graphs and tables • has difficulty drawing a graph from a table or vice versa • struggles to continue patterns • avoids algebraic techniques to solve problems • is uncomfortable using algebraic quantities	• sometimes mixes up measurement situations and applies incorrect formulae • does not recognize the uses of the Pythagorean theorem • has difficulty visualizing or predicting the effects of transformations in 3 dimensions • does not link spatial and numerical/ algebraic relationships	• creates some simple data displays, but often with errors • describes only simple data displays • calculates some measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • has difficulty calculating even simple probability measures

Provincial Assessments at Grades 3 and 5

READING

The Assessments at Grades 3 and 5 includes both **continuous** and **non-continuous texts**, with a major emphasis on continuous texts. Continuous texts are typically composed of sentences that are, in turn, arranged in paragraphs. These may fit into even larger structures such as sections, chapters, and books. Non-continuous texts are based on simple lists or combinations of lists; these tend to be procedural texts.

The reading test items, both multiple choice and constructed response, measure the following five aspects associated with the full understanding of a text:

Aspect of Reading	Percentage of Assessment
Retrieving information	20-35
Broad understanding	20-30
Developing an interpretation	20-30
Reflecting on content	10-20
Reflecting on form	5-10
	100

Retrieving Information – In the course of daily life, readers often need to retrieve a particular piece of information. To do so, readers must scan and search the text, and locate and select relevant information. Students must match information given in the question with either literal or synonymous information in the text, and use this to arrive at the new information requested.

Forming a Broad Understanding – To form a broad general understanding of the text, a reader must consider it as a whole or in a broad perspective. Students may demonstrate initial understanding through identifying the main topic or message, or through identifying the general purpose or use of the text.

Developing an Interpretation – Developing an interpretation requires readers to extend their initial impressions so that they reach a more specific or complete understanding of what they have read. Examples of tasks that might be used to assess this aspect include comparing and contrasting information, drawing inferences, identifying and listing supporting evidence.

Reflecting on Content – Reflecting on content requires readers to connect information found in a text to knowledge from other sources. Readers must also assess the claims made in the text against their own knowledge of the world. Assessment tasks could include providing evidence or arguments from outside the text or evaluating the sufficiency of the evidence or information provided in the text.

Reflecting on Form – Tasks in this category require readers to stand apart from the text and evaluate its quality and effectiveness. The student may be called upon to identify or comment on the author's use of form.

WRITING

The writing component of the Provincial Assessment at Grades 5 is comprised of two tasks, **Writing 1** and **Writing 2.** Writing 1 is a demand writing piece that requires students to respond to a prescribed topic. Two writing sessions are given for students to complete this writing task. For Writing 2, students develop a longer piece of writing on a topic which they select themselves or from a list of suggestions provided. This task incorporates aspects of the writing process such as prewriting, revising, and editing. Students have four writing sessions to complete this task.

Writing Criteria

Superior ** This rating is reserved for exceptional and outstanding writing.

- Focus sustained
- Coherent, well-developed structure
- Sentence structure varied
- Details effective and appropriate
- Interesting beginning and ending
- Individual style/voice
- Surprising, appropriate vocabulary
- Competent spelling, mechanics and usage for this grade level

Competent

- Focus clear
- Structure apparent; a sense of sequence
- Supporting detail appropriate
- A sense of closure achieved
- Individual style/emerging voice
- Vocabulary chosen to create images and add clarity
- Sentence structure varied
- Spelling, mechanics and usage generally good for this grade level

Acceptable

- Focus generally evident
- Structure generally apparent; some supporting detail, not always appropriate
- Closure is attempted
- Some sense of voice
- Vocabulary basic with some effective choices
- Some variety in sentence structure
- Spelling, mechanics and usage good to fair; meaning unaffected

Marginal

- Focus may be lost at times
- Supporting detail absent or unconnected
- Ending often abrupt
- Connecting words are the obvious ones (but, when)
- Sentence structure repetitive
- Vocabulary basic
- Spelling, mechanics and usage inconsistent; errors affect clarity

MATHEMATICS

The mathematics component of the Assessments at Grades 3 and 5 examines skills developed in Number Concepts / Number and Relationship Operations, Patterns and Relations, Shape and Space, and Data Management and Probability. Multiple choice, short answer, and open response questions are included as well as a short, timed section involving mental computation. The use of manipulatives is encouraged. The use of calculators is not permitted for any part of the assessment.

The table below shows the framework of the mathematics component:

Strand	Percentage of Assessment
Number Concepts / Number and Relationship Operations (Number)	20%
Number Concepts / Number and Relationship Operations (Operations)	30%
Patterns and Relations	10%
Shape and Space (Measurement)	15%
Shape and Space (Geometry)	10%
Data Management & Probability (Data Management)	10%
Data Management & Probability (Probability)	5%
	100%

SCIENCE

The science component assesses the understanding of the concepts and processes articulated in the science curriculum. The table below provides the framework for the science component:

Strand	Percentage of Assessment
Physical Sciences	25%
Life Sciences	25%
Earth Science	25%
Environment	25%
	100%

New Brunswick French Second Language Proficiency Assessment

The Levels of Proficiency

UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.
BASIC	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.
***INTERMEDIATE**	Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
****INTERMEDIATE PLUS**	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
*****ADVANCED**	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

* Goal for Core Program
** Goal for Late Immersion
*** Goal for Early Immersion